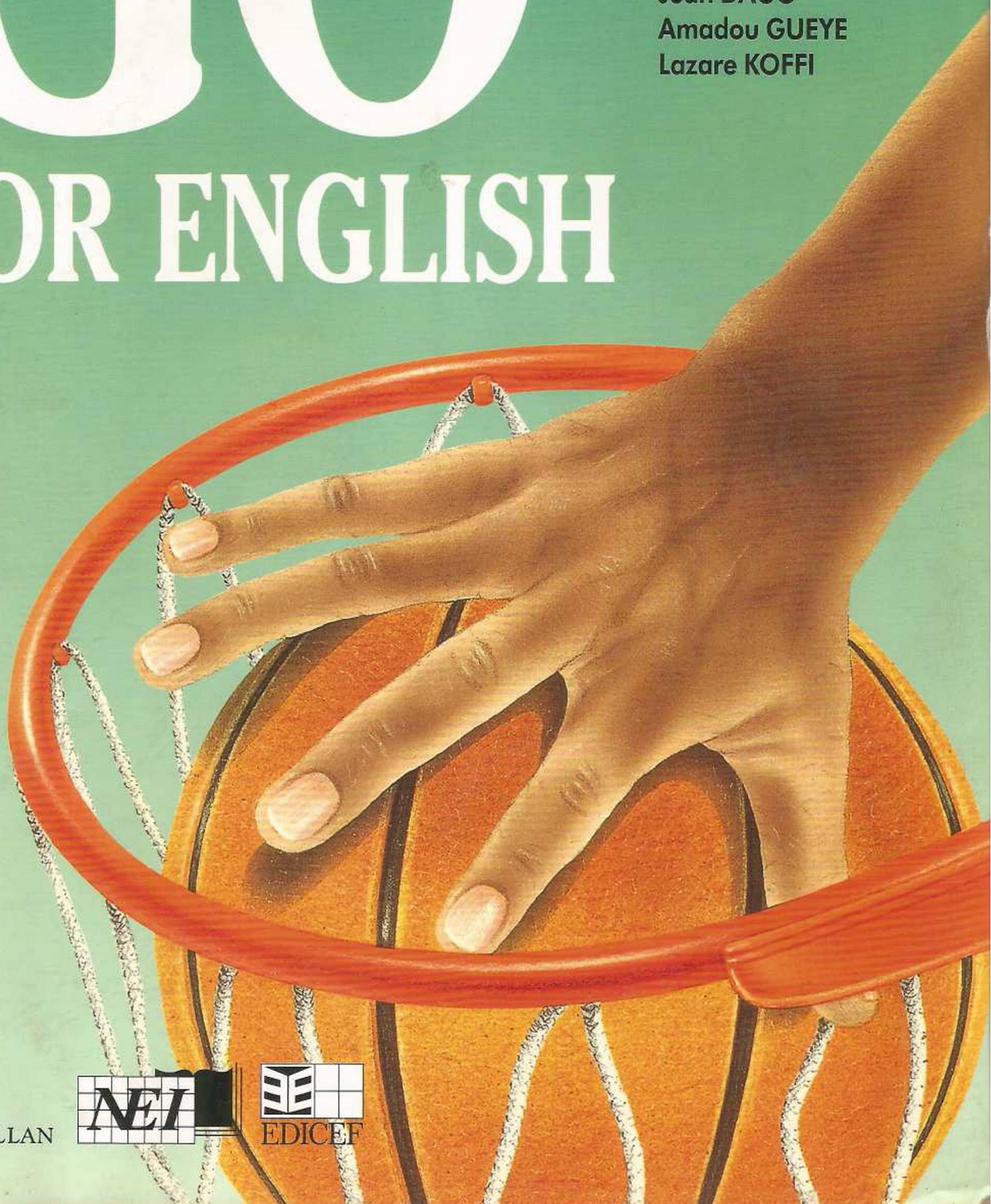


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GO FOR ENGLISH

Michael MONTGOMERY
Joseph ALAMOU
Jean DAGO
Amadou GUEYE
Lazare KOFFI



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INTRODUCTION

Go For English combines the best features of traditional methodology with imaginative new techniques of language learning to develop students' communicative skills. The British author, who has considerable experience of teaching English in Africa, has worked closely with African colleagues to produce the Second Cycle of this course for secondary schools.

The course provides for the needs of both arts and science students. Some units have a literature theme, some deal with a science topic, others are of general interest. All texts are based on authentic material and are relevant to the educated citizen of the future. Poems have been included for personal enrichment and enjoyment.

The four main skills – listening, reading, speaking and writing – are thoroughly taught and fully integrated. The specific reading and summary skills lay the foundations for the study skills that will be developed in *Première*. The writing skills cover both the needs of everyday life, such as formal and informal letter writing, and writing for academic purposes, such as argument and describing a process.

The two *communication* items in each unit develop skills in using English to communicate – to make suggestions, give news, compare things, and so on – and at the same time they teach the grammatical structures which are necessary for these purposes. This book reinforces some of the basic grammar taught in the First Cycle and introduces new points as well.

Each unit has two items which extend the range of students' vocabulary in specific areas, and show how meanings are related and how some words can be formed from others.

Every unit ends with a set of *Consolidation exercises* to ensure that essential functions, grammar and vocabulary are mastered.

A central aim of this book is to involve students in the learning process at every possible opportunity. Before starting each reading text, **Brainstorming** challenges the students to think carefully about its topic. The text is then read **for a purpose**. When diagrams are used to show how the language works, there are questions to check that they are understood. Abundant oral and written practice is provided. Frequent pair and group work gives plenty of opportunity for real and enjoyable communication. Often this is in the form of games and competitions. There is a variety of activities and exercises which will make it interesting and enjoyable to learn English.

The *Teacher's Book* provides all that is needed to make the lessons a success and includes detailed suggestions for classroom management.

THE AUTHORS

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NATURAL RESOURCES

1 Reading: The Tai forest

BRAINSTORMING

- ☆ Name some forests in your country.
- ☆ How can forests be useful to these people or things?
 - a) traditional doctors c) villagers e) governments
 - b) hunters d) builders f) the climate of a region

a As you read, find out the present and future uses of forests.



The boss of a timber company stops an employee who is hurrying away.

- BOSS Where are you going? Why are you leaving your work?
- EMPLOYEE It's the drums, sir!
- BOSS I've heard them all day. They're getting louder now. What's going on?
- EMPLOYEE It's the people of the village, sir. It's about you, sir. It's a curse. They want you to go away. They say you have cut down too many trees. It's bad for the people and they are angry.

- 7 People who live in or near the Taï forest know the value of their trees and use them for many purposes. They also know that some logging companies break the rules which control their work and cut down more trees than they are permitted to. Very often they also cut down those which are useful to the local inhabitants. As a result, the people complain and try to make the companies obey the regulations.
- 2 The Taï forest covers 4,150 square kilometres in southwest Côte d'Ivoire. It is the last remaining piece of a vast forest that once extended from Guinea to Nigeria. It is the richest rainforest in West Africa and is the last remaining place where certain plants and animals still live.
- 3 Tai's plants have been used as medicines by traditional doctors for a long time because they contain certain substances. Some of these substances, such as the alkaloids found in a plant called *henbane*, are used for the relief of pain and insomnia. Some, like caffeine from the cola plant, stimulate the brain or spinal cord and are used for relieving depression. Other substances are used to treat rheumatism. *Salicin*, for example, which occurs in the African willow tree, is one of these.
- 4 Like the inhabitants of Taï, scientists also realise the value of its plants and are carrying out research. They are identifying the chemical substances in the plants and studying these substances to see if they have medicinal uses. If they do, Côte d'Ivoire will not need to import so many drugs. The forest plants will provide other benefits, too. Research will enable scientists to develop varieties of crops which resist diseases.

b Answer these questions.

- 1 How do you know that the employee is nervous?
- 2 Why are the people who are beating the drums angry?
- 3 What do they want the boss of the timber company to do?
- 4 Paragraph 1 mentions two wrong things that timber companies sometimes do. Name them.
- 5 When the timber companies break the regulations, what do local inhabitants do?
- 6 How many plants and trees are named in the text?
- 7 The text mentions two kinds of people who value the forest's plants. Name them.
- 8 Which of the following fields should benefit from research into the forest's plants? Choose the two that are mentioned in the text.

education agriculture law transport health leisure

- 9 '*They* sound threatening.' (dialogue) refers to the *drums*. Match each word in *italics* in Box 1 with who or what it refers to in Box 2.

Box 1

They also know (paragraph 1)
They cut (paragraph 1)
They are identifying (paragraph 4)
their work (paragraph 1)

Box 2

the logging companies
 the logging companies
 scientists
 people who live in or near the Taï forest

2 Reading skill: Understanding examples

The reading text mentions substances which have particular medicinal uses. It gives an example of each substance and names a plant which contains it. Read the text. Then copy and complete the table, choosing from these expressions.

for example relief of pain and insomnia like treat rheumatism henbane
relieving depression salicin caffeine cola plant

WORD / WORDS THAT INTRODUCE THE EXAMPLE	NAME OF SUBSTANCE	NAME OF PLANT	USE OF SUBSTANCE
<i>such as</i>	<i>alkaloids</i>	_____	<i>for the</i> _____
_____	_____	_____	<i>for</i> _____
_____	_____	<i>African willow</i>	<i>to</i> _____

Writing

Note how **for example** (e.g.) is punctuated in the reading text.

Note that **such as** can be used instead of **like**.

- a) Choose one of the expressions below for each gap and write it in your exercise book. Two answers are possible for 2, 3 and 4, but do use a variety of expressions.

like for example such as

I'm always forgetting things. Yesterday, (1 —), I forgot to bring my textbook to school. I must do something about this. Successful people (2 —) doctors and businessmen use things (3 —) diaries and notebooks so that they won't forget anything important. I'll find something cheap (4 —) an old envelope and write lists on it – if I don't forget.

- b) Write a paragraph about someone who is good (or bad) at doing something. Give examples.

Discussion

Sometimes people do not agree about the best way to use land. For example, some people may want to farm a piece of land: others may want to build a dam and flood it. The authorities may want to protect wild animals in an area and move local people away: they may not want to move. There may be a plan in a town to pull down some old buildings and put up new ones in their place: the owners may not want this.

Choose a topic on which people in your area disagree and discuss it.

3 Vocabulary 1: Health

Speaking
in
pairs

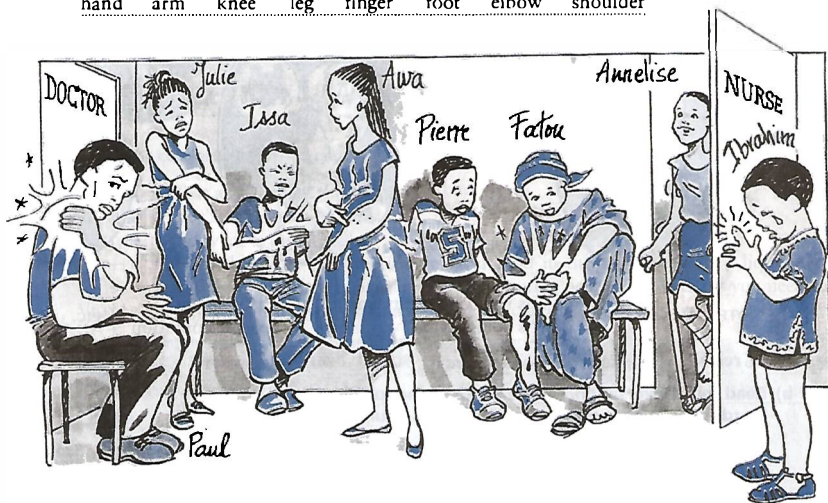
Asking what is wrong

Ask questions about the people shown here and answer them. Each answer must mention the right part of the body for the person who is named.

Ex: QUESTION What's wrong with Paul? OR What's the matter with Paul?
ANSWER He's hurt his shoulder. OR He's got a pain in his shoulder.

These are parts of the body.

hand arm knee leg finger foot elbow shoulder



Matching

Anti- (= against)

Anti- can be joined to many words, not all of them about health. Match each word in *italics* in Box 1 with its meaning in Box 2. Notice when there is a hyphen (-) in a word.

Box 1

an *antibiotic* (a kind of drug)
an *anti-cancer* drug (medicine)
antisocial behaviour
an *anti-aircraft* gun
an *antidote* (e.g. to a snake bite)
an *anti-tank* weapon

Box 2

harms society (as crimes do)
fights against cancer
works against poison
fights bacteria
is used against planes
is used against tanks

Poor health and its treatment

- a) Which person has (suffers from) each of these problems? Write down the number and problem of each person.

rheumatism insomnia indigestion depression a head injury a heart condition
(pain in the joints) (lack of sleep)



NOTE: We say a person | 'is receiving treatment' | for 'rheumatism' | etc.
| 'is being treated' | | 'a heart condition' |

To relieve pain is to *reduce* or *remove* it.

- b) Read this conversation. Decide which of the following words goes in each gap and write them in your exercise book.

injury matter pain suffer headache ache allergy
wrong condition treatment hurt

PATIENT I feel really ill.
DOCTOR Not again! What exactly is the (1 —)?
PATIENT I don't know. I have an (2 —) in my joints. I have an old leg (3 —) and I can't walk properly.
DOCTOR You've been receiving (4 —) for that, haven't you?
PATIENT Yes, but it's worse now. I'm sure I've (5 —) my back too.
DOCTOR Oh — I've dropped my pen ...
(Patient bends down and picks it up.)
DOCTOR Thank you. I see there is nothing (6 —) with your back after all.
PATIENT Well, I (7 —) from insomnia. I hardly get any sleep at nights. I can hear my heart beating all the time. I'm sure I have a heart (8 —).
DOCTOR Let me listen to it. No, it seems all right to me. Oh!
PATIENT Are you in (9 —), doctor?
DOCTOR Yes, I have a dreadful (10 —). It must be an (11 —). I get it every time I see you.



Is the patient really ill? What is a hypochondriac?

4 Speech: Stress

A stressed syllable is spoken with more force than an unstressed or weak one.

a Say these words, stressing the syllables in colour.

forest disease example
suffer forget expected
substance control protecting

na-tion
tra-di-tion
edu-ca-tion
tele-vi-sion

NOTE: Words that end in *-tion* or *-sion* are stressed on the syllable before the last one.

b Copy the words in the lists below. Underline the syllables which should be stressed. Then practise saying them.

station condition depression conversation question injection
objection population action permission revision destination

5 Communication 1: What is it used for?

Writing

Study the conversation. Then copy the table of patterns, putting in the appropriate words.

VISITOR What are all these things used for?
HEALER They're used as medicines.
VISITOR And what is this bark for?
HEALER It's used for the treatment of malaria. And in this bottle there's a liquid we use to relieve pain. Here I have something for curing depression. Perhaps you need some.
VISITOR No, thank you. I use music and parties to cure my depression!

PATTERNS FOR SAYING WHAT A THING IS USED FOR

Used FOLLOWED BY A NOUN	Used FOLLOWED BY A VERB
1 This plant is used — a medicine.	3 This plant is used — treat malaria. (used + infinitive)
2 This plant is used — the treatment of malaria.	4 This plant is used — treating malaria. (used + verb ending in -ing)

Speaking

Competition

Use the lists below to hold conversations like this, scoring a point for each correct question or answer.

Ex: ALI What is a ruler used for?
SANGA It's used to draw straight lines.
ALI Yes. What else is it used for?
SANGA It's used for measuring.



THING	USE 1	USE 2
ruler	to drink	washing
electricity	to spread on bread	measuring
margarine	to draw straight lines	making motors work
water	to give us light	cooking
empty carton	fuel	make furniture
wood	bucket	prepare food on
table	desk	keep things in

Bring some of these objects into class and talk about amusing and unusual ways of using them.

a bottle a stone a shoelace buttons a rope an old pen nib playing cards
matches newspapers a car horn coins empty paint tin

Ex: CLAUDE What do you keep that old pen nib for?

ABOU I use it as a toothpick.

MARJE Some people use their car horns to greet friends.

KOUMBA My uncle uses his horn to keep time with the music he listens to.



Writing

Choose the correct words and write them in your exercise book.

YOUSSOUF This car has had a really tough life. I've used it (1 *as / to*) a taxi, (2 *for / to*) carry building blocks and (3 *to / for*) take bags of produce to market.

MARC Yes. You've obviously given it a hard time.

YOUSSOUF Exactly, I've used it to (4 *transport / transporting*) sand, for (5 *teach / teaching*) learner drivers and (6 *as / to*) a tractor on my farm.

MARC That's amazing. You used it for (7 *plough / ploughing*) and it still goes?

YOUSSOUF Yes. But I'm getting rid of it now. It is at the end of its life (8 *as / to*) a useful vehicle. It's no use any longer (9 *for / to*) travelling long distances. But the children could use it (10 *to / as / for*) play in, I suppose.

MARC What a pity! I was going to offer you some money for it.

6 Vocabulary 2: Forming adjectives and adverbs

Many adjectives that end in *-al* and adverbs that end in *-ally* can be formed from nouns. Copy and complete this table.

NOUN	ADJECTIVE	ADVERB
nation	national	nationally
tradition	_____	_____
occasion	_____	_____
nature	natural	_____
universe	_____	_____
race	racial	_____
commerce	_____	_____
geography	geographical	_____
history	_____	_____
colony	colonial	_____
industry	_____	_____

- An *adjective* describes a *noun*.

Ex: She plays in our national team.

- An *adverb* may qualify a *verb*, *adjective* or *clause*.

Ex: This music is universally popular.

Writing

Form an adjective or adverb from the following words for each gap in the conversation below. Then write them in your exercise books.

education history commerce person occasion geography region industry

TEACHER I plan to take you all on an (1 —) visit. Since we are studying geography, it must be to a dam or mine or other place of (2 —) interest.

STUDENT A Can we go to the capital? There are factories to see and other (3 —) sites.

TEACHER I think you want to go to the capital for (4 —) reasons, not to improve your education.

STUDENT B The capital is very good for history, too, sir.

TEACHER We are not going to see places of (5 —) interest.

STUDENT C Sometimes, sir, I mean just (6 —) we go to places of general interest, don't we? Anyway, the big markets in the capital are important (7 —) centres which we ought to see.

TEACHER It's the regions you need to know more about. We will go to a place of (8 —) interest. You can't persuade me to take you to the capital!

7 Communication 2: Making suggestions

a Study the conversation.

Two girls return home to find their house locked.

ABIBA The front door's locked. How shall we get in?

AMINATA We could try the back door.

ABIBA That's a good idea. I never thought of that.

AMINATA You never think! How about using your head for a change?

ABIBA The back door's locked, too. Whatever shall we do?



AMINATA Why don't you climb in through a window?
 ABIBA Why don't you do that?
 AMINATA I know. Shall we ask a neighbour for the key?
 ABIBA Yes! Why didn't we think of that before?



b Copy and complete the chart, using these words.

why shall about could

PATTERNS FOR MAKING SUGGESTIONS	
STATEMENT	1 We _____ climb in through a window.
QUESTIONS	2 _____ we climb in through a window?
	3 _____ don't we climb in through a window?
	4 How _____ climbing in through a window?



Speaking in pairs Your class wants to give a farewell present to a much-loved teacher who is going to leave your school soon. Decide what to give this teacher, using the ideas on cards A and B and ideas of your own (Card B is on page 135).

DRAMANE What shall we give Mrs Dokui as a present?
 YAYA We could give her a box of sweets.
 DRAMANE But she never eats sweets.
 YAYA Why don't we take her to a restaurant for a meal?
 DRAMANE That would cost too much.

CARD A SUGGESTIONS

- Buy him/her a piece of cloth/a shirt/a book/some chocolates
- Make a carving/something out of wood for him/her
- Make up a poem for him/her
- Hold a party for him/her
- Take him/her to a restaurant

Writing Copy out this conversation, putting in the correct word where there is a choice.

JEAN I can't believe it! We have paid for the printing of the Students' Magazine and we have all this money left over. What (*about / don't / shall*) we do with it?
 IBRAHIM You and I (*could / shall / don't*) spend a week in a luxury hotel somewhere!
 JEAN How about (*fly / flying*) to London?
 IBRAHIM We haven't got enough for (*that / fly*).
 JEAN Why (*don't / shall / could*) we hire a car and visit all our friends?
 IBRAHIM We could (*invite / invited / inviting*) them all to an expensive meal in a smart restaurant.
 JEAN But it's not our money. (*How / Why / What*) don't we think of a proper way of using it?
 IBRAHIM (*Why / How / Shall*) about asking the other students? What's in that envelope?
 JEAN I don't know.
 IBRAHIM Why (*shall / could / don't*) you open it?
 JEAN All right. It's from the printer. They made a mistake with the bill. This is terrible! It's going to take all our money!



Punctuation: What is a sentence?

Why is a sentence like a train? Study the box.

SENTENCES		
SUBORDINATE CLAUSE	MAIN CLAUSE	SUBORDINATE CLAUSE
a)	The sun slowly set.	
b)	The sun slowly set,	hiding the hills from our sight. (verb ending in -ing)
c)	People discuss things.	
d)	People discuss things	when they meet on market day. (a when clause)
e)	They went on dancing.	
f) Although they were tired,	they went on dancing.	

Now write one of these words for each gap in the sentences below.

subordinate engine sentence subordinate clause carriage main

- Every sentence has a main *clause*.
- Just as an — can move by itself, so a — clause can stand by itself as a sentence (a, c, e).
- Just as an engine sometimes pulls a —, so a main clause sometimes has a — clause with it.
- Just as a carriage does not move by itself, so a — clause cannot stand on its own as a —.

Study the words below. These can be used to introduce a subordinate clause.

after as because before if since where which while who when although

Writing

Write out this paragraph, putting in full stops and capital letters.

The people of Mauritania look after their date trees very carefully they have to water them regularly when the first dates appear because there is no rain at that time dates are very useful because they are almost the only source of vitamins in the desert this is why picking them is a very important event without using ropes or anything else to help them experienced climbers go up the trunks and pick the fruit people eat many of the dates while they are still fresh some of the dates are made into a paste which can be kept for most of the year if a family has more dates than it needs it sells them in a nearby market.

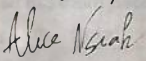
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Composition: A formal letter

Guidelines How to write a letter

- * Plan your letter. **Organisation**
- * Paragraph 1 State the *point* of your letter.
- * Paragraph 2 Give *details* of your complaint.
- * Paragraph 3 State the *consequences* of what is happening.
- * Paragraph 4 State the *action* you would like the official to take.
- * Set out the letter as in the model.

a Read this letter and note its features.

		P.O. Box 524 Kumasi Ghana	writer's address
		5th March 1993	date
name	Mr	} person you are writing to	
position		
organisation	Ministry of		
address	P.O. Box		
	Accra		
Dear Mr			
Too many forest trees are being cut down in this area. I am writing to inform you about it and to ask you to put an end to it.			} the point of the letter
The Gridi Timber Company has a licence to cut down certain trees in our area. But it does not obey the regulations. For example, it is cutting down every type of tree instead of only the ones it is allowed to. In addition it is not planting trees to replace the ones it has cut down. The law requires it to replant the forest.			} details
The illegal behaviour of the company has harmed the people in our village in three ways. First, there are no more wild animals near us for our hunters to catch. Second, there is soil erosion. Third, many of our palm wine trees have been cut down. This is a disaster for the people who make a living by tapping and selling the wine. People in our village are very angry.			} consequences for us
Please could you take steps to stop any more destruction of our trees. We ask you to send an official to see what is happening and then to tell the company that if it does not obey the law it will be prosecuted.			} action requested
Yours sincerely			
			signature
ALICE NSIAH Miss			printed name

b Write a letter to a government minister or senior official. Choose a topic.

- EITHER** Write a description about the destruction of a particular forest you know of.
OR Imagine a situation where a forest is being destroyed.
OR Complain about a construction company which is illegally building houses on farm land.
OR Choose some other large-scale misuse of land.

Consolidation Exercises

A Vocabulary 1: Health

Where you have a choice of words, decide which is the right one. Write it in your exercise book.

- HUSBAND** There's something (1 *matter* / *suffering* / *wrong*) with me. I've got a (2 *pain* / *hurt* / *matter*) in my stomach.
WIFE It must be insomnia. I've got some (3 *antidote* / *medicine* / *antibiotic*) for that.
HUSBAND Insomnia! What nonsense! I may have (4 *indigestion* / *depression* / *rheumatism*), but not insomnia.
WIFE Never mind. Just take this. Come on.

- HUSBAND But it says on the bottle '(5 *Antibiotic / Condition / Antidote*) for snakebite' That's not the right (6 *injury / treatment / matter*) for indigestion.
- WIFE Here's something interesting. It's a blue medicine for those suffering (7 *by / from / of*) depression. I'm sure it will (8 *receive / research / relieve*) your pain.
- HUSBAND No! No! Really, I'm feeling much better now. Perhaps there isn't anything the (9 *matter / wrong / pain*) with me after all.
- WIFE I didn't think there was!

B Communication 1: What is it used for?

Write out the sentences below, placing one of these words in each gap.

for to as

- 1 I use newspapers (—) many purposes. Sometimes I use them (—) kill flies. Many people use them (—) wrapping paper.
- 2 Aspirin can be used (—) treat headaches. They can also be used (—) preventing heart attacks.
- 3 I use old envelopes (—) keep seeds in. Some people use them (—) rough paper. I expect you can use them (—) other purposes, too.
- 4 Jean keeps a dog (—) a pet: Amidou keeps one (—) guarding his house.

C Vocabulary 2: Forming adjectives and adverbs

Choose a suitable adjective in **-al** or adverb in **-ally** for each gap. Write it in your exercise book. Form each adjective or adverb from one of the words in the sentence.

- 1 Each nation has a (—) anthem: a special song of praise and loyalty.
- 2 A fruit that grows in the tropics is a (—) fruit.
- 3 This is my usual newspaper. I (—) read it after lunch.
- 4 An injury to the spine is a (—) injury.
- 5 This wrestling match is an annual event. It takes place (—) after the maize harvest.
- 6 As the captain of the local football team, Ibrahim is well-known (—).
- 7 Crops grown for commerce are (—) crops.
- 8 The administrator of a region is the (—) administrator.

D Communication 2: Making suggestions

Write out these sentences, completing each suggestion with one of these words. They are all about ways of getting fruit down from a tree.

could about don't shall why

- 1 Why (—) we shake the tree to make the fruit fall down?
- 2 We (—) knock them off with a long stick.
- 3 (—) don't we throw stones at them?
- 4 How (—) getting a ladder?
- 5 (—) we climb the tree and crawl along the branches?

THE ENVIRONMENT

1 Reading: Pushing back the desert

BRAINSTORMING

☆ How does cutting down trees affect the following?

- | | | |
|-------------|------------------|--------------------------|
| a) animals | c) the climate | e) people's health |
| b) the soil | d) people's diet | f) other aspects of life |



a As you read, find out 1) how Esther Wairimu changed, 2) what Wangari Maathai did.

Before conservation came to Kanyariri, Esther Wairimu was a tree killer. For two days each week the Kenyan woman trudged along the red dirt paths of her village with bundles of branches tied to her back, searching the hillsides for firewood. As well as her other jobs of fetching water, looking after crops on her husband's two-hectare farm and cleaning the house, Wairimu had ten children to cook for over an open fire, which needed a lot of firewood. No small tree was safe.

Then in 1982 Wairimu was converted from a tree killer to a tree planter. This was the result of a campaign by a new conservation project called the Green Belt Movement. 'My neighbours joined the Green Belt and began to argue with me,' Wairimu remembers. 'They said if I planted my own trees, I would not have to spend all my time looking for firewood.' And so when the time came for Wairimu to plant her rows of maize and beans, she planted trees as well. Now, five years later, her farm is a young woodland.

There are mango trees, blue gums, nitrogen-fixing casuarinas and straight-trunked podocarpus which form a belt of greenery around her fields. There is shade for Wairimu's tin-roofed house, fodder for her goats and cows, better soil for her crops and there are branches for firewood. 'I have learned that a tree, in another way altogether, is life,' she says.

① Esther Wairimu's conversion from tree killer to tree planter is one of the many successes of the Green Belt Movement. ② This was founded in 1977 and has been responsible for the planting of nearly five million trees. ③ Small forests have sprung up on school and church grounds. ④ More than 500 communities have their own tree nurseries. ⑤ 25,000 households like Esther Wairimu's now have their own thriving piece of woodland.

The Green Belt Movement was founded by Wangari Maathai, a Kenyan biologist, who saw the damage done by the destruction of the forests. 'When I visited the village where I was born, I saw that whole forests had been cleared in order to remove the timber and grow crops,' she says. 'People were moving on to hillsides, riverbeds and poor quality land which was not cultivated when I was a child. Springs were drying up. I was shocked to find children suffering from kwashiorkor, because my community was supposed to be in a rich, coffee-growing area. I was amazed to learn that malnutrition was linked with lack of fuel. People were eating less of the nutritious, traditional foods, like beans and maize, and were choosing refined foods like rice because they require less cooking.' So Wangari Maathai founded the Green Belt Movement to plant trees, to enable the rural population to grow enough firewood for themselves and to push back the desert.

b Answer these questions.

- 1 What information in paragraph 1 tells you that it was hard to find firewood?
- 2 Why was 'no small tree safe'?
- 3 Who persuaded Esther Wairimu to plant trees?
- 4 What sort of thing is a *casuarina*?
- 5 What benefits have trees brought to Esther Wairimu?
- 6 List the harm done by cutting down trees in Wangari Maathai's village.
- 7 What were her feelings when she saw the harm done?
- 8 When was this text written?
- 9 The text mentions two women. They are important in different ways. Say why each is important.

Reading skill: Topic sentences

A topic sentence is one which tells you the topic of its paragraph.

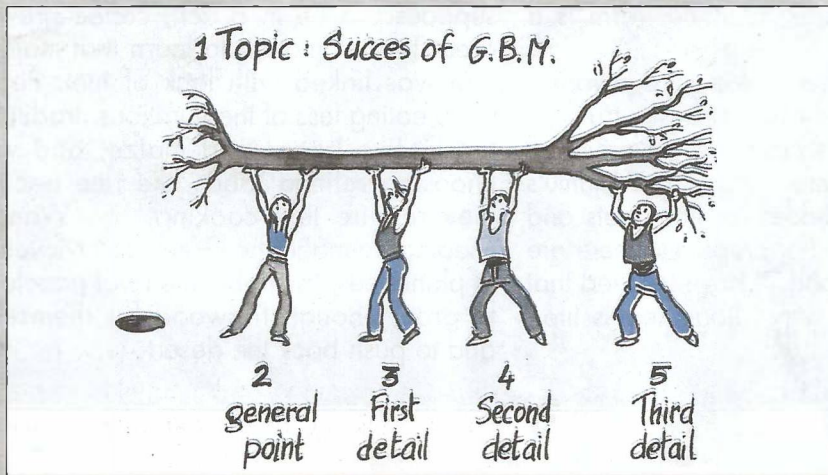
- It helps you to understand a text quickly.
- Many, but not all, paragraphs have one.
- It is often the first sentence of a paragraph.
- The other sentences in the paragraph *support* the topic sentence. That is, they give details, examples, explanations, reasons, results, comparisons, steps and stages, and so on.

Ex: Paragraph 1 on page 15

Sentence 1 – Esther Wairimu was a tree killer	Topic sentence
Sentence 2 – Two days getting firewood	Explains 'tree-killer'
Sentence 3 – Esther Wairimu's work; needed a lot of wood	Details
Sentence 4 – No small tree was safe	Consequence

Matching

- a) The diagram shows four numbered people supporting the topic of paragraph 4. Each person represents one of its sentences. Beside the diagram the point of each sentence is given. Study the paragraph and match each point with the right person.



- a) 500 community tree nurseries
- b) five million trees planted
- c) 25,000 family woods
- d) school and church forests

- b) Match each topic sentence (labelled A, B, C, D) with the correct paragraph (numbered 1, 2, 3, 4).

- A Another reason why Maathai is a strong believer in the Green Belt Movement is because she is a tireless champion of women's rights.
- B The founder and director of the Green Belt Movement, Wangari Maathai, has had an impressive career.
- C At first it was necessary to persuade people to join the Green Belt Movement and plant trees.
- D Wangari Maathai has the right personality to lead a new movement.

- 1 ————. She was the daughter of a farm worker and went to university to study biology. She became the first Kenyan woman to earn a PhD degree. At 38 she became the first woman to head a department at the University of Nairobi. A United Nations conference acclaimed her as one of four women who had done most for the environment.
- 2 ————. She is a big, assertive woman with flashing eyes. Maathai works very hard as an organiser, traveller and talker, never allowing tiredness to stop her. She is willing to do any kind of work from planting a tree to fighting for women's rights. Above all, she has great courage.
- 3 ————. She believes that the Green Belt Movement offers women the chance to achieve something important on their own. The movement has mainly succeeded because it relies on women's groups. 'In Kenya and throughout Africa 80 to 90 per cent of farmers are women,' she says. The Movement's success has shown that women can come up with ideas that benefit society as a whole. All they need is a chance to show what they can do.
- 4 ————. One of the Movement's leaders explained, 'We have a saying in Kikuyu, "To catch a rat, you need a piece of meat as bait." Our bait was firewood. We told the women that if they planted trees, they wouldn't have to go on walking 16 kilometres for firewood. At first we had to encourage people a lot. But now they come to us and say, "Where are our young trees?"'

3 Vocabulary 1: How well is it doing?

TYPE OF THING	PLACE	STARTING	DOING WELL	BECOMING LESS IN NUMBER OR STRENGTH	END
animal plant	habitat	introduce an animal or plant into a place arrive, appear	thrive flourish do well	decline in number be under threat be rare	die out become extinct be extinct
an organisation	offices premises	to found an organisation is to start it; to join it is to become a member of it	flourish thrive do well be active	decline	come to an end be closed down be wound up
volcano	—	erupt	be active	a dormant volcano has not erupted for a long time	be extinct
colours	—	—	be bright be strong	fade	disappear
sounds	—	—	be loud	fade (awa)	die out

A type of animal or plant is *endangered*, *threatened* or *at risk* when its numbers have declined and it is in danger of dying out. Some organisations try to *protect* (save) endangered *species* (types of plant or animal). We say a particular place is *home* to a particular plant or animal that lives there.

Writing

Choose the right word and write it in your exercise book.

- YVONNE What is W.W.F.? Is it (1 *an active* / a *fading* / *an endangered*) species?
- BERNARD No, no. It's in no danger of coming to (2 *an end* / a *habitat*). It's a (3 *flourishing* / *rare* / *declining*) organisation. It's concerned with (4 *fading* / *protecting* / *founding*) the environment. It tries to prevent (5 *fading* / *active* / *rare*) plants and animals becoming (6 *dormant* / *extinct* / *closed*). For example, gorillas are in danger of (7 *fading* / *declining* / *dying*) out if nothing is done to protect their (8 *premises* / *habitat* / *place*). The Congo Basin is (9 *home* / *environment* / *house*) to these animals, and forests there are being destroyed. Do you want to become a (10 *habitat* / *species* / *member*) of the W.W.F.?
- YVONNE If I have to pay to (11 *join* / *flourish* / *fade*), I might become an endangered (12 *end* / *species* / *threat*) myself.



Speech: Intonation

Speaking is, in some ways, like singing. When we sing, our voices make various high and low notes. When we speak, too, our voices go up at certain times and down to lower notes at other times. This rising and falling of the voice is called *intonation*. In English, the voice usually moves to a higher or lower note on the *last stressed syllable* of a group of words.

a The voice often *falls* near the end of a statement. Practise saying these statements:

- 1 The forest has been destroyed. (down on *stroy*)
- 2 It's a pity. (down on *pi*)
- 3 The forest people are very angry. (down on *an*)
- 4 She planted trees as well. (down on *well*)

b The voice often *rises* before a pause in the middle of a statement. Practise saying these statements:

- 1 If the forest people are angry, I'm not at all surprised.
- 2 If the forests are destroyed, knowledge is lost.
- 3 I can hear him, but I can't understand him.
- 4 When she planted maize and beans, she planted trees, too.

Communication 1: Expressing consequences

a Study this conversation and note the words in colour.

JEAN (*states problem*)

ISSA (*makes suggestion*)

JEAN (*states consequence*)

ISSA (*makes suggestion*)

JEAN (*states consequence*)

I can't open this bottle.

Why don't you use your teeth?

I'll break them if I do that.

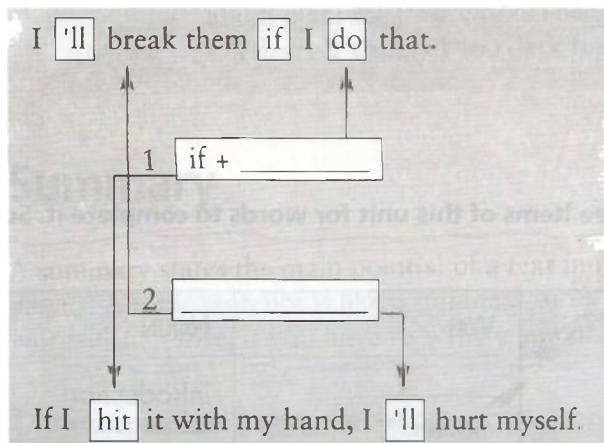
You could place the cap over a hard edge and hit it.

If I hit it with my hand, I'll hurt myself.



- b** The diagram shows which verb is used after *if* and which in the other half of a conditional sentence. Copy the diagram in your exercise book, putting either *the present simple* or *will* ('ll) in the right box.

OPEN CONDITIONAL SENTENCES:



Note: Will not is often shortened to won't.

Speaking
in
pairs

Hold conversations, using the ideas in the chart below and the conversation above as a model.

PROBLEM, NEED OR QUESTION	FIRST SUGGESTION	CONSEQUENCE	SECOND SUGGESTION	CONSEQUENCE
1 'How shall I get into town?'	take a taxi	cost too much	walk	take too long
2 You have forgotten someone's name. You ought to know it.	ask the person their name	be embarrassing	avoid using any name	person will think you unfriendly
3 Your friend has given you a shirt/blouse which you dislike greatly	sell it	friend will wonder why you never wear it	wear it	feel a fool
4 You've lost something you borrowed from a friend	buy a new one	cost a lot of money or you will probably find the thing	explain and apologise	friend will never lend you anything again

Add your own ideas for additional practice.

Writing

Write this conversation in your exercise book, putting each verb in brackets into the right form.

TAPSOBA I can't read this letter.

ADANOU Let me try. I (read) it for you if you (like).

TAPSOBA No, thank you. If there (be) anything personal in it, I (not be) at all happy about you reading it.

ADANOU Why not ring your friend up and ask what he wrote?

TAPSOBA If I (do) that, he (think) I'm criticising his handwriting.

ADANOU If you (do) nothing, you (never find) out what he wrote. That's certain!

Vocabulary 2: Forming nouns from verbs

Nouns can be formed from verbs in several ways.

Ex:

VERB	NOUN
educate →	education
agree →	agreement

- a** Copy this box. Then look in the first three items of this unit for words to complete it. Some end in **-ed**.

VERB	NOUN	VERB	NOUN
conserve	_____	_____	introduction
convert	_____	move	_____
_____	cultivation	_____	amazement
destroy	_____	_____	achievement
organise	_____	_____	encouragement

- b** Choose an appropriate word for each gap from the boxes (including the words you have added to it). Write them in your exercise book.

- FARMER 1 The agricultural adviser is coming and we haven't planted all the trees we said we would. We haven't kept our (1 *agreement*). So keep him talking until it's dark.
- FARMER 2 Right, I'll do that.
- ADVISER I hear you've done great things here – a magnificent (2 —). Can you show me your new trees?
- FARMER 2 Yes. But the other farmers want to meet you first. We have tried to look after our resources. Yes, (3 —) is important to us. Cutting down all those trees in the past was terrible – all that (4 —)!



- ADVISER It's getting dark. May I see some of the new trees you've (5 —) into the area?
- FARMER 2 Of course. The farmers want to entertain you first. It helps them to meet you. It's a great (6 —) for them. They'd like you to tell them about new ways of growing crops. Modern methods of (7 —) are of great interest. They want to know more about planning their work. They think better (8 —) will help them.
- ADVISER Oh dear! It's already too dark for me to see the great things you've (9 —).

7 Summary

A summary states the main point(s) of a text in few words. It mentions *general* points rather than *details*. A topic sentence is like a summary of its paragraph. It, too, states a general point in a few words. Therefore, if you have to write a summary of a text, study its topic sentences carefully.

Reading
and
speaking

Three possible summaries of paragraph 5 on page 15 are printed below. Which is the best one?

- Read the paragraph again.
- Match each possible summary with the topic sentence of the paragraph.
- Decide which summary is best.
- Discuss your choice in class. Give your reasons.

POSSIBLE SUMMARIES

- 1 Wangari Maathai, a Kenyan biologist, was amazed to see that people in her village were cultivating hillsides and poor quality land, so she encouraged them to plant trees and push back the desert.
- 2 Wangari Maathai found the Green Belt Movement because she was shocked to see how her community had been harmed by the destruction of trees.
- 3 The Green Belt Movement was founded when Wangari Maathai visited the village where she was born and saw children suffering from kwashiorkor and malnutrition.

8 Communication 2: Giving news

Writing Study the following conversation.

- CITY DWELLER What's our village like now?
- VILLAGER Great. A lot of improvements **have been made**. There's electricity now and a new water supply **has been provided**.
- CITY DWELLER I see; a lot of things **have been done**.
- VILLAGER Yes, and we **have done** a lot of the work ourselves.

Now copy and complete the sentences below with these expressions:

participle people provided a new water supply has

GRAMMAR 6 B

- 1 The *passive* form of the present perfect, e.g. **have been made**, consists of **have** or (—), **been** and the past (—) of the verb, e.g. **made**, (—), **done**.
- 2 We use the *passive* to talk about things or actions, e.g. *improvements*, (—) *a lot of things*. We use the *active* to talk about the (—) who have done the things, e.g. *we have done*.

You have left school and one of your classmates has organised a reunion. To bring everyone up-to-date about changes at the school, he has printed a list of them. But the printing machine had a fault and you and a friend have received incomplete lists.

Work out the complete list by exchanging information. One person in each pair uses Card A below, the other Card B on page 135. Hold conversations like the one in this example, using the present perfect active or passive:

Ex: A What is the news about Mrs Konan?

B She has retired.

A I see. And what has happened to the school farm?

B It has been made three times as big.

GRAMMAR 6 B

Writing a) When you have found out all the changes, write them down, using the present perfect tense.

b) Imagine you are the school secretary. You have heard about the incomplete list and have decided to write a letter to everyone, giving them all the information. Write one paragraph of this letter, mentioning only the changes that concern the staff. Use the present perfect where appropriate.

CARD A	
Mrs Konan	retired
The school farm	made three times as big
New classrooms	fifteen built
The football team	won many competitions
Mr Kanaté	become headmaster
The old headmaster's house	pulled down
Mrs Maïga	
A photographic society	
Mr Dieng	
The athletics track	
The number of students	
The playing fields	



9

Listening: Debts

- Read the practice paragraph with gaps.
- Listen to the discussion.
- Write the correct word for each gap in your exercise book. Choose from:

pay produce work money cheap clean poor slaves receive dirty

- Listen again and check your answers.

Bila thinks it is wrong for people in the West to buy (1 —) goods from Africa while Africans are (2 —). The West should pay more (3 —) for the tea, timber and other (4 —) which they buy. Bila also believes the West should (5 —) compensation for the millions of (6 —) taken from Africa. Lastly, he mentions the (7 —) done by the African forests which take in (8 —) air and (9 —) it. Africa should (10 —) payment for this, too.

10

Composition: Article for a school magazine

- Choose a topic of importance in your community, one that is of interest to you personally and to other people of your age. It may be connected with education, equality, jobs, pay, opportunity, justice, use of resources, the environment.

Ex: You may wish to write about the opportunities which exist for school leavers. You may wish to argue that more should be done to provide university places, training for specific careers or employment.

- Before you start, look at articles in magazines and discuss their strengths and weaknesses. What makes an article convincing? What makes it unconvincing?
- Write about three or four paragraphs, using these guidelines.

Guidelines

How to write an article for a magazine

Organisation

- * **Introduction** Seize the attention of your readers. Say something challenging. If necessary, startle them. Mention any recent event that has made you want to write on this topic now. Briefly state *your point of view* on the topic you have chosen.
- * **Explain** your point of view *in detail*. Support it with arguments, evidence, examples, comparisons.
- * **Describe** an argument that is *against* your point of view. Then show that it is wrong or weak. Oppose it with your own stronger arguments.
- * **Conclusion** Sum up your main point. Say what will happen if what you want is not done or is done. Discuss what will happen in the future.

Remember

- * Use *topic sentences*
- * Mention *detailed facts* to support your arguments.
- * Your aim is to *convince your readers* that you are right.

Consolidation Exercises

A Vocabulary 1: How well is it doing?

Where there is a choice, write the correct word or phrase in your exercise book.

ALI I'd love to find the bones of a dinosaur.

AWA When did they (1 *threaten* / *decline* / *die out*)?

ALI They became (2 *dormant* / *extinct* / *wound up*) about 60,000,000 years ago. Before that they had (3 *disappeared* / *flourished* / *erupted*) for tens of millions of years. No one knows exactly why they (4 *disappeared* / *closed down* / *protected*). Some people think that a volcano (5 *disappeared* / *thrived* / *erupted*) and the world became so dark and cold that the plants they ate didn't grow.

AWA When did mammals (6 *arrive* / *introduce* / *erupt*) on the scene?

ALI At the same time as the dinosaurs, about 200,000,000 years ago. But they only became important when the dinosaurs (7 *became* / *did* / *died*) extinct. Eventually man (8 *faded* / *appeared* / *joined*) about 2,000,000 years ago.

B Communication 1: Conditional sentences for consequences

Copy these sentences into your book, choosing the correct verb form where two or three are shown.

- 1 If I (*train* / *will train*) hard, I (*get* / *will get*) into the team.
- 2 The team (*becomes* / *will become*) very good if it (*practise* / *practises* / *will practise*) every day.
- 3 Ibrahim (*get* / *gets* / *will get*) into the team if he (*play* / *plays* / *will play*) well.
- 4 If we (*become* / *becomes* / *will become*) a very good team, we (*beat* / *will beat*) Lycée Moderne next month.
- 5 We (*have* / *will have*) a party if we (*win* / *will win*) the match.

C Vocabulary 2: Forming nouns from verbs

Form a noun ending in **-ment**, **-sion** or **-tion** from each verb in brackets and write it in your exercise book.

- 1 This (1 *move*) is concerned with the (2 *protect*) of the environment.
- 2 We had a lot of (3 *discuss*) and (4 *argue*) before we were able to reach a decision.
- 3 The government paid the farmers (5 *compensate*) for the loss of their land and the (6 *destroy*) of their houses when it built the new town. But the (7 *pay*) was very small.
- 4 I have written this poem for a poetry (8 *compete*).

D Communication 2: Giving news

Put each verb in brackets into the present perfect passive and write it in your exercise book.

MR DIAW I haven't been here for many years.

MR NIANG You'll see many changes. Thousands of new houses (1 *build*).

MR DIAW I expect some of the older buildings (2 *pull*) down.

MR NIANG Yes, and new office blocks (3 *put*) up. The streets (4 *widen*). As you can see, the place (5 *make*) much smarter now. What do you think of it?

MR DIAW It's magnificent. Obviously a lot of money (6 *spend*) and great efforts (7 *make*).

AFRICA'S FOOTBALLERS AND ATHLETES

1 Reading

BRAINSTORMING

- ☆ Name some men and women of your country who take part in international sports.
- ☆ Have any of these people become famous recently?
- ☆ Name some young people who you think will do well internationally in the next few years.

a As you read these two texts, compare their descriptions of sport in 1992 with the situation today.

TEXT A

Newswatch,
London NW 1

21st January, 1992

The Editor,
The Independent,
40, City Road,
London EC1Y 2BD

Dear Sir,

Africa's Underrated football champions

It has been very heartwarming to read in your sports pages the reports on the African Nations Cup recently taking place in Sénégal. Europeans have long believed that good football in Africa can only be found in the northern part of the continent. Judging by the very exciting matches we have watched, this is a mistaken belief.

When England wants to play friendly matches in Africa they play with countries such as Egypt, Algeria, Morocco or Tunisia, which, of course, have done very well in past World Cup competitions, but are certainly inferior to several teams we have seen play in Sénégal.

Interestingly, none of these North African countries went past the first round of the Sénégal finals. Tunisia did not even qualify. In the 1990 World Cup both Holland, the European champions, and England, had found it difficult to beat Egypt, but in the African Nations Cup, Egypt was roundly beaten by Ghana and Zambia. Algeria was walloped 0—3 by the lesser-known Côte d'Ivoire.

Now we know who the big players are in the continent: Cameroon, of course; Ghana, with their world-class players such as Pelé, Yeboah and Lamprey, who is said to be rated by his club, Anderlecht of Belgium, as possibly the next Maradona, and currently worth about £10m; and Nigeria, with their powerful and very skilful strikers, Rashidi Yekini and Samson Siasia, and defender Stephen Keshi.

Côte d'Ivoire were another revelation of the championship. One is even impressed by the performances of Zambia, Congo and Zaïre. Any of these teams, if given the chance and the experience, will do well against any European opposition.

European countries were surprised and embarrassed by the success of Cameroon in the 1990 World Cup. If they want to avoid this in future, these countries should now start going into interior Africa to play friendly matches with some of the countries we have seen on *Screensport*.

Africa now has three places in the next World Cup in America. It should have at least five.

Yours faithfully,

Kayode Soyinka
London Bureau Chief, *Newswatch*

b Answer these questions:

- 1 The above text is a letter to a newspaper. Who do you think reads this newspaper?
- 2 The writer describes African football as he saw it in 1992. Has the situation changed?
- 3 What has pleased the writer?
- 4 What does the second paragraph imply that English teams should do?
- 5 Which countries are meant by 'these North African countries' (paragraph 3)?
- 6 What is the writer's opinion of the football of these North African countries
a) in past international competitions b) in the 1992 African Nations Cup?
- 7 Pelé, Yeboah and Lamprey are mentioned as examples. What are they examples of?
- 8 What is Samson Siasia an example of?
- 9 According to the writer, who were the big players in the continent when he wrote?
- 10 What do you think *Screensport* is? Consider the parts of the word and its context.

TEXT B

It is for the women athletes that I will remember the 1992 Olympic Games in Barcelona. From beginning to end, it was the women's events that gave the most enjoyment and the greatest excitement.

I will never forget the marathon. The two leading women showed the greatest strength and determination as they contested every metre of the last scorching hill to the end.

The 10,000 metres race was even more thrilling. At the beginning of the last breathtaking lap, Derartu Tulu of Ethiopia strode powerfully past her South African rival to win the race. And she still had energy to spare!

However, the woman who inspired me most was Hassiba Boulmerka. She too comes from Africa and she is a Muslim. The religious authorities in Algeria, which is her country, did not allow her to train there, yet her victory in the 1 500 metres was



a magnificent triumph. With fire in her eyes, she fought her way round the track, pounding the ground. A reporter wrote that she was crushing myths with every stride. He said that her country, her continent and her sex have every reason to rejoice in her victory. As the sun sets in Barcelona, I too rejoice for Africa and for women.

c Answer these questions:

- 1 Why will the author remember the women athletes at the Barcelona Olympic Games?
- 2 What qualities did the women athletes show they had?
- 3 Which words and phrases express the strength and power of Boulmerka's running?
- 4 What are her country, her continent and her sex?
- 5 In writing this article, is the author *crushing myths*? If so, which ones?

2

Reading skill: Finding the meaning of a word

How can you find out the meaning of a word?

Use the context (the meaning of the sentences before and after the word) and a dictionary if necessary and if available.

Ex: You ask yourself 'What does *walloped* mean?' (paragraph 3 of the letter on page 25).

STEPS	EXAMPLE
a) Look at the context.	Context: defeat of North African teams, 3–0 score against Algeria.
b) Guess the meaning of the target word.	The word tells us that Algeria lost 3–0, which is a serious defeat.
c) Check in a dictionary.	The dictionary gives these meanings of <i>wallop</i> : 1 (verb) hit very hard 2 (verb) defeat thoroughly 3 (noun) a heavy blow 4 (noun) a traditional beer
d) Decide which dictionary meaning matches your guess.	Which meaning of <i>wallop</i> is right in this context?

Finding
meanings

For each word in italics, go through steps a) to d) above.

Then write down the letter of the dictionary meaning that you consider correct in this context.

An athletics team is about to compete with other teams in a number of races. Their (1 *coach*) gives them this advice beforehand.

'I want to say a few words to you so (2 *gather*) round, everybody. Come over here a moment, please. You are a very good team. This year we have some (3 *outstanding*) athletes so we have a very good chance of winning. But I don't want you to (4 *spoil*) your chances by doing anything foolish. So I want to (5 *warn*) you about a few things. Don't start running before you hear the starting pistol. I don't want any (6 *false*) starts. And remember this: if you make two false starts, the umpire will (7 *disqualify*) you. As you approach the finishing line, keep running as fast as you can until you are past the (8 *tape*). Some runners slow down just before they reach the tape. Don't make that mistake.'

DICTIONARY MEANINGS

- 1 a) bus for long journeys
b) railway carriage
c) trainer of sportsmen and sportswomen
d) carriage pulled by horses

- 2 a) come together in a group
b) increase speed
c) collect things
d) understand

- 3 a) extremely good
b) not yet done
c) not yet paid

- 4 a) decay, go bad
b) give someone a treat

- c) let people (especially children) have whatever they want and so damage their characters
d) prevent something being good

5 & 7 (one meaning is correct for 5, the other for 7.)

- a) take away someone's right to take part in something.
b) tell someone about a possible problem beforehand.

- 6 a) untrue
b) incorrect
c) not sincere
d) unfaithful

- 8 a) a long strip of plastic for recording sounds
b) a narrow strip of cloth
c) a ribbon held across the finishing line of a race
d) sticky plastic for sticking things together

Vocabulary: Some sporting terms

Write down the correct word where you have a choice.

A (1 *tournament / champion / opponent*) is a type of competition. Each team plays against one team after another to decide who are the (2 *favourites / champions / strikers*), that is, the victorious team. A tournament consists of several rounds. It starts with the (3 *friendly / opening / opponent*) round and goes on to quarter-finals, semi-finals and then the (4 *finals / outsiders / eliminations*). After playing in one round of a tournament, the winning team or teams go through to the next round and the losers are (5 *scored / shot / eliminated*). The country where a tournament is held is the host country and it hosts the tournament. Not all matches are part of a competition; teams also play (6 *favourite / round / friendly*) matches.

Players who are expected to win are called (7 *defenders / favourites / knockouts*); they have talent or great ability. Attackers are players who try to score goals; (8 *a defender / an opponent / a striker*) is a player who kicks the ball into goal, while (9 *defenders / strikers / outsiders*) prevent their opponents scoring goals.

To make some decisions, a coin is (10 *placed / held / tossed*) in the air to see if it falls heads (up) or tails. One of the captains calls 'heads' or 'tails' as the coin is (11 *placed / held / tossed*) and wins the toss if the coin falls the way he calls.

If the score is Côte d'Ivoire 11, Ghana 10, we can say 'The score is eleven ten in favour of Côte d'Ivoire' or 'The score is eleven ten against Ghana.' When neither side wins, it is a draw (e.g. when the score is 0–0, 'nil: nil' or 'nil all').

NOTE: When *quarter-final* and *semi-final* are used as adjectives, they do not end in *s*, e.g. *a quarter-final match*.

Writing

Write in your exercise book the correct word for each gap. Choose from the following:

talent drew eliminated hosted matches quarter-finals tournament round

Sénégal (1 —) the 18th African Nations Cup. Their team consisted of a mixture of local (2 —) and professionals based in Europe. Led by the experienced Jules Bocande, Sénégal produced one outstanding player, Victor Diagne. Sénégal succeeded in the opening (3 —) of the (4 —) but were beaten by Cameroon in the (5 —). All the North African teams were (6 —) from the competition in the first round. Cameroon (7 —) 1–1 with Zaire. The two semi-final (8 —) were between Nigeria and Ghana, and Côte d'Ivoire and Cameroon.

Speech: Pronunciation of –ed in past tense forms

Regular verbs form the past simple tense by adding *-d* or *-ed*. But this ending is pronounced in different ways, depending on the sound before it. Here are the different ways:

1 Where the stem ends in the sound /t/ or /d/: -ed is pronounced /êd/:	2 Where the stem ends in /f/, /k/, /p/, /ʃ/ (spelt sh), /tʃ/ (spelt ch), /ks/ (spelt x) or /s/ (spelt s or ce): -ed is pronounced /t/:	3 Where the stem ends in any other sound: -ed is pronounced /d/:
wait rate hate end waited rated hated ended	laugh work wash watch mix race laughed worked watched mixed washed raced	score believe play seem scored believed played seemed

Competition

Work in groups of four or six students.

- Sort the words below into three lists according to whether the past tense ending of each verb is pronounced /ɪd /, /t / or /d /. Say them to each other while doing this.
- Correct your lists from those on the board.
- The group with lists that are most nearly correct is the winning one.

passed	hired	wished	advised	collected	mended	based
warned	walloped	missed	slipped	mentioned	closed	stretched
sailed	collapsed	tackled	opened	prayed	planted	landed
started	served	voted	kicked	called	stayed	asked
added	repaired	saved	tasted	reached	recovered	
walked	stopped	subtracted	weeded	hosted	selected	

5

Communication: Expressing finished and unfinished actions

Read this conversation. Notice the words in colour. Then answer the questions.



JULIE We've walked at least 15 kilometres so far.

AWA Yes. When will we reach the village?

JULIE I don't know. Look! We passed that tree an hour ago.

AWA Then we are walking around in a circle!

- 1 What activity are Julie and Awa still doing?
- 2 What action happened some time ago?
- 3 What tense shows that an activity started in the past and is still happening?
- 4 What tense is used for the action which is finished?
- 5 When an action is finished, we often say *when* it happened. What phrase says when they passed the tree?

- a) Study these tables. They are to remind you how to use the two tenses: present perfect tense and past simple tense.

GRAMMAR 6A, 6B

For an activity which is still happening: present perfect tense		
I, you, we, they He, she, it	have (or 've) has (or 's)	lived here for six years
I, you, we, they He, she, it	have not (or haven't) has not (or hasn't)	lived here for six years
Have Has	I, you, we, they he, she, it	lived here for six years?

For an activity which is finished: past simple tense		
Fatou <i>stayed</i> Fatou <i>did not (didn't) stay</i> Did Fatou <i>stay</i>	with her aunt	in 1992. (?) last year. (?) during the holidays. (?)

b) Play the parts of students at different schools. One uses card A, the other card B (page 135). Discuss how well your teams have played so far this year. Choose between the present perfect and past simple as shown in the example conversation.

Ex: Jean is from Lycée Lamine Gueye; Moustapha is from Lycée Classique.

JEAN	How is your football team doing this season?	} The season has not finished.
MOUSTAPHA	Brilliantly. We have won four matches.	
JEAN	Yes, but how many have you played?	
MOUSTAPHA	Six.	
JEAN	So you have lost two matches.	} These matches are finished.
MOUSTAPHA	No, no. We drew with Lycée Moderne. We only lost the match against Lycée Beugre.	

CARD A						
School <i>Lycée Classique</i>				Date <i>10 th July</i>		
OPPONENTS	SPORT					
	Football		Tennis		Basketball	
Lycée Beugre	May 16	L	April 14	L	April 10	D
Lycée Saint Joseph	May 30	W	April 19	L	April 25	W
Lycée Moderne	June 1	D	April 28	W	May 8	D
Kumba Technical High School	June 15	W	May 6	L	May 16	L
Collège Sacré Cœur	June 30	W	May 20	D	June 9	L
Lycée Nelson Mandela	July 4	W	June 5	L	June 2	W
NOT		YET			PLAYED	

W = the school won **L** = the school lost **D** = match drawn

Writing

Write in your exercise book the correct form for each verb in brackets. To decide whether to use the present perfect or past simple, ask yourself, 'Is the activity still continuing?'

Marthe is a very good tennis player. She *(play)* (1 —) tennis since she was 14 years old. In 1989 she *(join)* (2 —) Cocody Tennis Club. In her first year with Cocody, she *(win)* (3 —) five matches and *(help)* (4 —) her club to win the Tropicana Championship in 1991. She *(leave)* (5 —) Cocody Tennis Club for the Jacaranda Club where she *(play)* (6 —) ever since. She has a powerful service and this season she *(make)* (7 —) it even more deadly. Marthe is a popular national figure and *(become)* (8 —) a model for other girls to follow.



6

Vocabulary 2: *under-, over-*

Study the table and write in your exercise book a word or phrase for each gap.

over- means **too many** or **much**, *under-* means **not enough**
over- and *under-* are often attached to past participles

<i>underrated</i> football champions:	champions who are not rated (considered) to be as good as they really are.
<i>undercooked</i> food:	food which is (1 —) cooked enough.
<i>overcooked</i> food:	food which is cooked too long.
an <i>overrated</i> hotel:	a hotel which is (2 —) to be better than it really (3 —).

Writing

Write an appropriate word beginning with *over-* or *under-* for each gap.
 Notice the words in **bold italics**.

Ex: We don't *use* the school's playing fields enough. They are *underused*.

MRS TOURÉ Why are you taking those crates off the plane?

MR ADOU It has too heavy a *load*. The plane can't take off if it's (1 —).

MRS TOURÉ That means extra *work* for you, doesn't it? And with no extra *pay*, I suppose.

MR ADOU Exactly. We're (2 —) and (3 —).

MRS TOURÉ Is the airline short of *staff*?

MR ADOU Yes. It's seriously (4 —). And the *price* of tickets is too high.

MRS TOURÉ If the tickets are (5 —), does the airline make a lot of money?

MR ADOU Not at all. Passengers *use* other airlines. So our planes are (6 —). Sometimes the other airlines *book* too many passengers on their flights which are often (7 —) as a result.

MRS TOURÉ Why don't you get a job with a different airline?



Summary

Here are three attempts to summarise the letter on page 25.

- Which summary is best?
- Match each one with the teacher's comments on it.

SUMMARY 1 Europeans wrongly believe that the only good African football teams are North African ones. But the African Nations Cup in Sénégal has shown that many other African teams play excellent football. European countries should play friendly matches against these teams. Africa deserves more places in the next World Cup.

SUMMARY 2 England plays friendly matches against interior African teams such as Egypt, Algeria, Morocco and Tunisia. Instead of playing against these teams which can be easily walloped and roundly beaten, it should play against world-class teams from the inferior of Africa which have big players, skilful strikers and defenders like Stephen Keshi.

SUMMARY 3 Europeans should play friendly football matches against African teams from other parts of Africa. England and Holland should play friendly matches against Ghana, Zambia, Cameroon, Côte d'Ivoire, Congo, Nigeria and Zaïre. It will be embarrassing if they continue to play friendly matches against the mistaken North African countries. They should now start going into interior Africa to play friendly matches with some of the countries we have seen on *Screensport*.

Teacher's comments

- A Repetition is not appropriate in a summary. You say 'other parts of Africa': other than what? Never copy out complete lines. Who is mistaken and what is embarrassing?
- B Well done! You have understood the important general points; you have avoided unnecessary detail; you have not repeated yourself and you have expressed your points briefly.
- C It is general points that are needed in a summary, not detailed examples like England, Egypt and other countries you name. Your summary makes no mention of the general importance of African football. Your contrast between North African and other African teams loses most of its force through your confusion of two important words: *inferior* and *interior*. Look up their meanings!

8

Poem

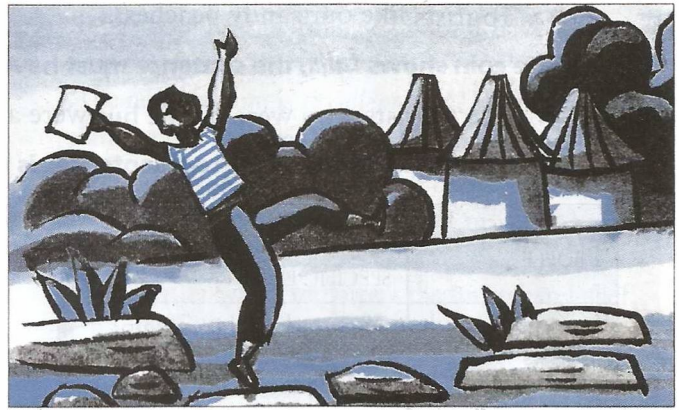
Read the poem silently, then answer the questions that follow it.

MESSAGE BEARER

Along the way
tip-toed he,
his body light
on the path,
as he
half-runningly walked,
invariably changing steps
like a marching soldier,
flinging arms
backwards and forwards,
at times sideways,
down and up,
across applauding rivers
of the village
bloomed he,
with the happiness of heart
as though mounts of agility
had been restored in him;
and he entered
the adjoining village
with kingly pride,
impatient to break the news
of a new-born child.

Dr Noah K. Ndosi

- 1 How does line length affect the rhythm of this poem?
- 2 How does the poem's rhythm contribute to its mood?
- 3 What are the feelings of the messenger as he travels? How do you know?
- 4 The poem uses several images. Identify them and say what they add to the poem.
- 5 Recite the poem.
- 6 Write a poem about a very important journey you have made. Choose a rhythm that helps express the purpose of your journey.



9

Communication 2: Speaking generally and being specific

Read this conversation. Decide which of the expressions in colour are general and which are specific. Write the headings GENERAL and SPECIFIC into your exercise book and write each expression under one of them.

TEACHER What do you know about spiders?

STUDENT Spiders are insects.

TEACHER Are they? How many legs do they have? Look at the spiders on the walls.

STUDENT They have eight legs.

TEACHER Yes. Now, are butterflies insects?

STUDENT Yes.

TEACHER And how many legs do they have? Look at the butterflies in your biology book.

STUDENT They have six legs. So insects have six legs. Therefore spiders are not insects.

TEACHER Correct! You found the information you needed in your biology textbook. Always look there for information about animals.



Speaking Competition in pairs

GRAMMAR 2C, 2E

Study this table, to help you with the competition.

TYPE OF NOUN	GENERAL	SPECIFIC
uncountable	I like coffee.	I enjoyed the coffee you gave me.
plural countable	Farmers work hard.	The farmers whom I know work hard.

- NOTES:
- 1 The is used when a noun is specific. This, these, that, those, my, your and so on, may be used instead of the, if appropriate.
 - 2 Singular countable nouns are not dealt with in this item.

Take it in turns to make up sentences with general or specific nouns, using the ideas in the boxes. Toss a coin before each sentence. If the toss is **heads**, the sentence must have a **general** noun phrase.

Ex: Tourists like our sandy beaches.

If the coin shows **tails**, the sentence must have a **specific** noun phrase.

Ex: The tourists who were on the bus were asleep.

The first person to say 12 correct sentences is the winner.



heads



tails

PEOPLE	PHRASES TO ADD FOR SPECIFIC PEOPLE
foreigners tourists doctors women/men English people farmers	who work in this country who were on the bus who attended the meeting you spoke to yesterday who visited us last week

FOOD AND DRINK	PHRASES TO ADD FOR SPECIFIC FOOD AND DRINK
meat/roast meat pounded yam coffee beer rice/flour steak maize	we ate yesterday we had for lunch you gave me in the new restaurant/café in this hotel they sell in this shop I bought in the market

Writing Where you are given a choice of two expressions, write the correct one in your exercise book.

- YAPI I don't like (1 farmers / the farmers). They're always complaining. One moment they say 'There's not enough rain.' Then they say '(2 Rain / The rain) that fell last night was too heavy.'
- SEKA (3 Farmers / The farmers) I know are reasonable people.
- YAPI I don't like (4 shopkeepers / the shopkeepers) either. They always make (5 people / the people) pay too much. They only think of (6 money / the money).
- SEKA (7 Shopkeepers / The shopkeepers) who live near me don't charge (8 people / the people) too much. They know that (9 money / the money) isn't the only thing in (10 life / the life).
- YAPI I don't like (11 taxi drivers / the taxi drivers) either. (12 Vehicles / The vehicles) they put on the roads are always in a dangerous condition.
- SEKA You have now complained about (13 farmers / the farmers), (14 shopkeepers / the shopkeepers) and (15 taxi drivers / the taxi drivers). I think you must be a farmer: you said they are always complaining.

Composition: A letter to the press

Using the guidelines write a formal letter to the editor of a newspaper or magazine.

TOPIC Choose one the following topics:

EITHER An aspect of sport, e.g. requesting more facilities (e.g. playing fields, a new stadium), equipment and money.

OR An aspect of education, health care, roads, electricity or water supply.

OR Any topic which you feel strongly about.

Guidelines How to write a letter to the press

Layout

Use the layout of the letter on page 25

Style

- * Use *full*, not contracted forms.
- * Use *impersonal language* avoiding a lot of *I* and *You*.
- * Avoid colloquial words.

Examples

It has been ... rather than *it's been ...*

'It has been heartwarming ...', not *'I have been very pleased ...'*

'The new stadium is excellent' not *'The new stadium is really great'*.

Organisation

- * *Link* the topic of your letter to something familiar to the readers of the newspaper.
- * State the *point* of your letter.
- * Present *arguments* for your main point.
- * Support your arguments with *detailed evidence*.
- * End with a *clear, strong statement*, often about something you want for the future.

Examples from the model letter on page 25

- * 'reports of the African Nations Cup ...'

* The writer wants to correct the 'mistaken belief that 'good football can only be found in the northern part of the continent'.

* e.g. North African teams are 'inferior to several teams we have seen play in Sénégal.'

* e.g. Tunisia did not qualify. Ghana and Zambia defeated Egypt. Algeria was walloped.

* 'Africa now has three places in the next World Cup in America. It should have at least five.'

Consolidation Exercises

A Vocabulary 1: Some sporting terms

Choose one of these words for each gap and write it in your books:

outstanding finals talent victory match round score semi-finals defenders eliminated

INTERVIEWER Congratulations! You have won this friendly (1 —) with a (2 —) of 4–2. Are you pleased with this result?

CAPTAIN Yes. We have a good team. In fact, it's (3 —). Some of our players have superb (4 —). But I think our (5 —) must improve.

INTERVIEWER What are your chances in the tournament? Last year you were (6 —) in the third (7 —). Do you think you will reach the (8 —) or even the (9 —) this time?

CAPTAIN We expect nothing less than (10 —) in this championship!

B Communication 1: Expressing finished and unfinished actions

Where you have a choice of verbs, write the correct one in your exercise book.

- NEW HEAD TEACHER So these are our offices. How long (1 *were you / have you been*) here?
- SECRETARY Several years. (2 *I moved / have moved*) in here in 1989.
- NEW HEAD TEACHER There are three rooms.
- SECRETARY Yes. This is our storeroom. It (3 *was / has been*) added in 1990.
- NEW HEAD TEACHER It will make a nice waiting room for my visitors.
- SECRETARY But where will we put all our books? We (4 *kept / 've kept*) them here for the last few years.
- NEW HEAD TEACHER Put them where they (5 *were / have been*) before you (6 *put / have put*) them in here. Which is your own office?
- SECRETARY This next room. The photocopier and duplicating machines are in here too. The staff (7 *used / have used*) this room for copying their teaching materials since we (8 *installed / have installed*) the machines. I (9 *worked / we worked*) in this room for five years.
- NEW HEAD TEACHER Well, tomorrow you will move somewhere else. This is going to be my office.

C Vocabulary 2: under-, over-

Copy out these sentences, writing one of the following words in each gap and starting each of them with **over-** or **under-**.

cooked flow fished fill heated estimated grown sized

- The car engine is very hot. I think we have broken down because it (—).
- If any more rain falls, the river will (—) and flood the valley.
- We lost the match because we (—) our opponents.
- This lake has been (—) and as a result the remaining fish are (—).
- The garden is (—) because no one has done any work in it for years.
- The vegetables on my plate are not just (—); they're raw.
- When you pour drinks for people, don't (—) their glasses or they will spill their drinks.

D Communication 2: Speaking generally and being specific

Where there is a choice of noun phrases, decide which is correct and write it in your exercise book.

- ALI Look at (1 *mangoes / the mangoes*) on that tree!
- MICHEL They aren't quite ripe. (2 *Unripe mangoes / The unripe mangoes*) give you a stomach ache.
- ALI They're all right if you chew them well. If we throw (3 *stones / the stones*) at them, we can knock a few down. Let's find some stones.
- MICHEL But (4 *people / the people*) who own the tree may see us.
- ALI We'll say we were trying to get down a tennis ball which had got stuck in (5 *branches / the branches*).
- MICHEL They wouldn't believe us. Anyway, I don't like telling (6 *lies / the lies*). I'm thirsty. Shall we drink (7 *water / the water*) we brought with us?
- ALI All right. Why did we bring water? (8 *Water / The water*) is so dull. We could have brought (9 *tea / the tea*) or (10 *coffee / the coffee*) in a thermos flask.
- WOMAN Good afternoon, boys. Would you like to pick (11 *mangoes / the mangoes*) on that tree for me? You can take home as many as you can carry. I like (12 *honest boys / the honest boys*) who don't try to steal (13 *things / the things*).

AFRICAN NATIONS CUP

1 Reading: One last shot

BRAINSTORMING

- ☆ What did spectators feel?
- ☆ What were they saying?
- ☆ What were they doing?

Imagine the last moments of the 18th African Nations Cup in the Stade de l'Amitié in Dakar.

a As you read, find out what important action is not actually mentioned.

In the end everything depended on one last shot at goal. It did not require speed or agility; it did not call for fast-footed dribbling or the ability to sail through defenders like a ghost unseen. It all came down to whether one young man could remain calm as he kicked the ball and whether another young man could find the skill to stop it. The match had already entered the record books; this was the longest penalty shoot-out in an international football competition.

The score was 11-10 in favour of Côte d'Ivoire against Ghana when Baffoe, the stalwart Ghanaian defender who plays in the German Bundesliga, faced the Ivorian goalie. If he scored, the Ghanaians would stay in the competition with a 50-50 chance of victory. If he missed the goal, the Ivorians would take the cup for the first time.

The Ghanaian stood with his eyes downcast, looking at the ball, but also thinking of his hard task. It seemed that time stood still waiting for this young man to deliver a verdict. The Ivorian goalkeeper waited. Gouaméné had less, far less, to lose. But still you could see the tension in his body as he waited for a moment that seemed like eternity. Baffoe stretched out his body. As he ran, he swayed slightly to the left and leant on his left foot, thereby signalling his intentions.

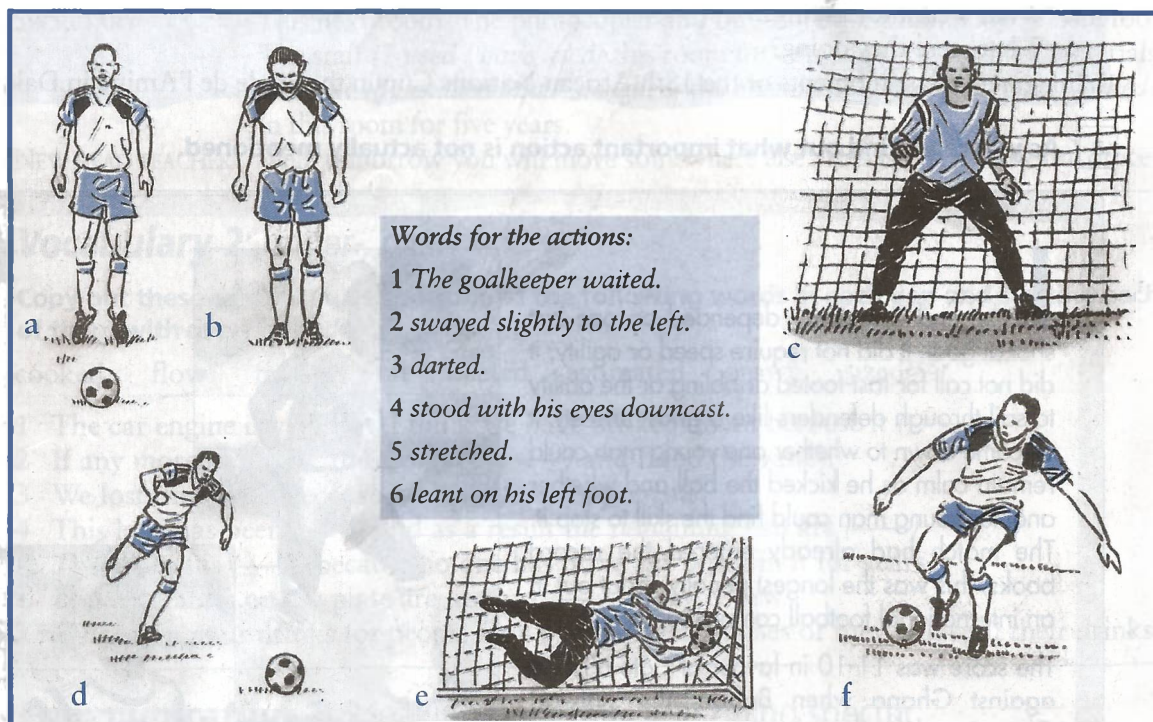


The superb Ivorian goalie took the hint and darted to his right, stopping the ball on the goal-line.

There was silence, then uproar. Côte d'Ivoire had won the cup. The 18th African Cup of Nations had ended. The victorious Ivorian goalie collapsed in sheer joy and his stunned colleagues, having recovered their senses, fell on him in a goggling glorious heap. That was the joy of unexpected victory.

b Answer these questions.

- 1 What skills are normally needed for scoring a goal?
- 2 In what way was this match a record?
- 3 How do we know the Ivorians had not won the cup before?
- 4 Why had Gouaméné less to lose?
- 5 What is meant by signalling his intentions?
- 6 Who does he refer to in If he scored (paragraph 2)?
- 7 Quote one word which tells us the writer's opinion of the Ivorian goalkeeper.
- 8 Unexpected victory means victory which was not expected. What does like a ghost unseen mean?
- 9 Each of these pictures shows one action mentioned in the third paragraph. Match them with the words for the actions. Then list the actions in the right order.



2 Reading skill: Knowing who is meant

Read the text again to decide which of these expressions refer to Baffoe and which to Gouaméné. Then copy and complete the table.

Baffoe	Gouaméné
the Ghanaian	the Ivorian goalkeeper

one young man
the Ivorian goalie
the Ghanaian
another young man

Baffoe
this young man
Gouaméné
the stalwart Ghanaian
defender

the Ivorian goalkeeper
the superb Ivorian goalie
the victorious Ivorian
goalie

3 Vocabulary 1: Words that go together

a Match each expression with its meaning.

EXPRESSION

look at
look for
wait for
call for
inferior to
superior to

MEANING

remain in a place until someone comes
require
not as good as
turn one's eyes towards
try to find
better than

Try to remember these expressions.

b Learn which prepositions are used in these time expressions.

SAYING when			
the time	day, date	morning, afternoon, evening	month, year
at six o'clock at midday at night	on Monday on August 2nd	in the morning in the afternoon in the evening	in April in 1995

c Use words from a) and b) to fill each gap. Write the answers in your exercise book.

The Guinness Mount Cameroon Race calls (1 —) great strength and concentration. The ground is rough, the mountain is 4,100 metres high and the heat is intense. In the end it comes down to who has the most determination. (2 —) February, people from many countries took part. The race started early (3 —) the morning, (4 —) 6 a.m. Maitland reached the top first, but that part was easy. This race is won or lost on the way down, and



here the Cameroonians showed themselves superior (5 —) the visitors. Tatch Thomas finished first in 4 hours and 33 minutes. The crowds had to wait nearly two more hours (6 —) the first woman runner, Christiana Embele. She said, 'Someone gave me a pair of proper running shoes (7 —) 1989, but my rubber sandals are better on the mountain.'

4 Speech: Word stress

- a** When you say words ending in **-ty** (plural **-ties**) remember to stress the third syllable from the end.

Find the stressed syllables in these words.
Practise saying them.

unity	community	penalty
activity	electricity	quality
equality	seventy	acidity
possibility		

	6	5	4	3	2	1
			a	gi	li	ty
			a	bi	li	ty
		u	ni	ver	si	ty
		per	so	na	li	ty
	re	li	a	bi	li	ty
Exception:	dif	fi	cul	ty		

- b** Practise saying these sentences.

- It is his strong personality that gives him authority in the community.
- The majority of the players showed great tenacity.
- There is no necessity to buy large quantities of commodities like rice and sugar.

5 Communication 1: Flashbacks

Notice the past perfect tense in these sentences and explain how it is used.

GRAMMAR 6 B

(The fight started.)

I saw a fight.

The police asked me how

it had started.

(I did not lock my house.)

I got on the train.

I remembered that

I had not locked my house.

(I made no mistakes.)

She marked my test

and congratulated me because

I had made no mistakes.

Speaking

With your partner, make up conversations like the ones below.

Use the ideas in the pictures on page 41. Use the past perfect tense.

ADOU My parents made me work all Saturday and Sunday.

ESSIS Why did they do that?

ADOU It was a punishment. I had broken a chair.

JOSEPH I was very upset once.

SERY Why?

JOSEPH I was punished for something I hadn't done. My teacher thought I had cheated, but I hadn't.

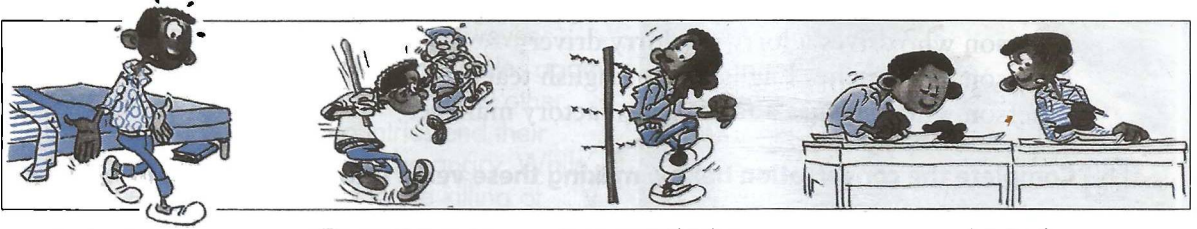


broke chair

overslept, late for school

didn't finish my work

stole money



lost a book

hit my brother

tore my clothes

cheated

USEFUL PATTERNS

I was punished for doing — (for + verb ending in -ing)

I was punished for — although } I hadn't —
when

I was punished because I had —

Writing

Past simple or past perfect?

a) Study these examples.

When I reached the classroom,	<p><i>past simple</i> the lesson began. (I was in time.)</p> <p><i>past perfect</i> the lesson had begun. (I was late.)</p>
<p>I got in the train and</p> <p>I got to the station, but</p>	<p><i>past simple</i> it left the station. (I caught the train.)</p> <p><i>past perfect</i> the train had already left. (I missed it.)</p>

b) Write in your exercise book the appropriate form of each verb in brackets – past simple or past perfect.

Marcel I had a terrible day yesterday.

Adrienne What went wrong?

Marcel First of all, I (1 *wake*) up late. I (2 *forget*) to set my alarm clock. I packed quickly and (3 *take*) a taxi to the station. Then I (4 *remember*) that I (5 *leave*) my money behind.Adrienne So you (6 *go*) back home again?Marcel Yes. Then we (7 *drive*) to the station again and I (8 *rush*) to buy my ticket. Suddenly, I (9 *hear*) an angry voice behind me. I (10 *not pay*) the taxi driver. So I quickly (11 *pay*) him and (12 *buy*) my ticket. But it was too late. The train (13 *go*).

6 Vocabulary 2: Nouns ending in -er or -r

a Notice how these verbs are made into nouns by adding **-er** or **-r**.

A person whose job is to defend is a defender.

A person who plays is a player.

A person who attacks is an attacker.

It is often possible to make a compound noun like this.

A person who drives a lorry is a lorry driver.

A person who teaches English is an English teacher.

A person who manages a factory is a factory manager.

b Complete the conversation below, making these verbs into nouns ending in **-er** or **-r**.

paint leave photograph work advise teach design drive broadcast

ALIMA What are you going to do next? I can lend you a book called 'Jobs for School (1 —)'. You're good at English. You could be an English (2 —).

BAKARY I don't think so. Yesterday a taxi (3 —) told me he used to teach English, but was earning more money now. I like television. Perhaps I should become a (4 —). Seriously, I need some advice. I'll ask a careers (5 —).

ALIMA What subjects interest you?

BAKARY Art. I'd like to paint, but (6 —) often can't sell their pictures.

ALIMA If you're good at drawing, you could design things. Why not become a textile (7 —)? You take good photographs. You could be a (8 —).

BAKARY I don't mind what I do as long as it's not in a factory. I don't want to be a factory (9 —).

7 Punctuation: When do you need a comma?

a Compare these sentences.

1 If he missed the goal,

the Ivorians would take the cup.

main clause

2 You could see the tension in his body

as he waited for a moment.

NOTE: When a clause with *if* or *as* (subordinating conjunctions) comes *before* the main clause, it is followed by a comma. But when the subordinate clause comes second, a comma is not usually necessary.

Other subordinating conjunctions:

when
although

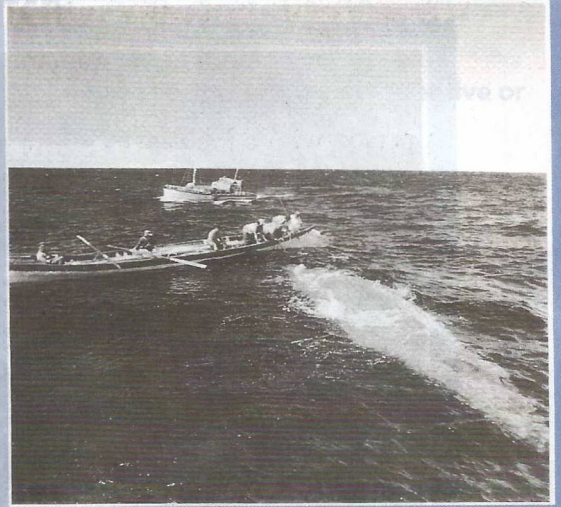
before
because

after
since

while

- b** Write out this paragraph, adding commas where necessary.

Although some countries would like to hunt whales they have not done this recently. Several years ago all countries agreed not to hunt whales because they were in danger of becoming extinct. Because large numbers of whales had been killed in the past their numbers had become very low. However, some countries now want to hunt whales again because they provide meat and many other useful products. If those countries end their agreement many people will be angry. While these people do not object to the killing of cattle they cannot accept the killing of whales.



8 Communication 2: What happened?

Speaking

True or false?

In pairs, use card A (below) and card B (on page 136) to hold conversations like this.

FATOU (looks at card A) The Pyramids were built thousands of years ago. True or false?

ISSA True.

FATOU Yes. You're right. So now it's your turn.

ISSA (looks at card B) The motor car was invented this century. True or false?

FATOU True.

ISSA No, false. It was invented last century. So it's my turn again.

CARD A

The Pyramids
Writing
Penicillin
The first photographs
Anaesthetics
The first satellite

built
invented
discovered
taken
first used
launched

thousands of years ago.
in Iraq.
in 1928.
in 1839.
in the 1840s.
in 1957.

Writing

Past simple in the passive

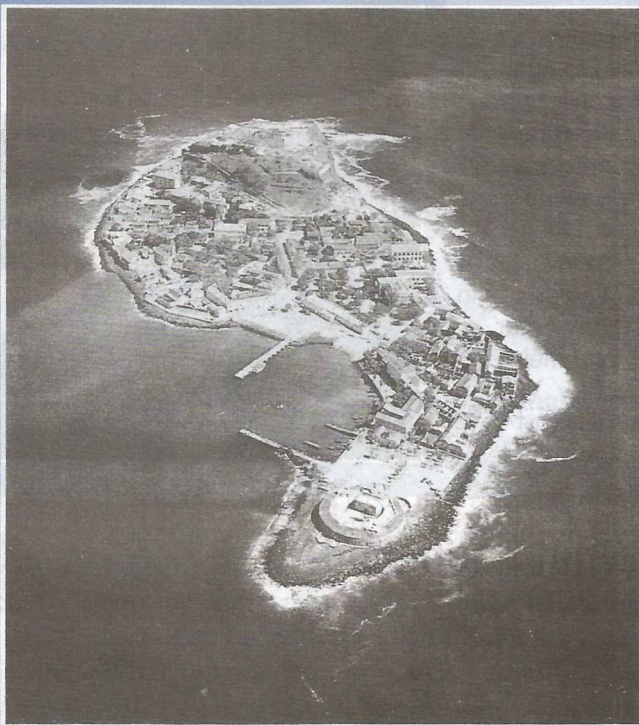
a) Study these examples.

GRAMMAR 6 A

STATEMENT	I, he, she, it You, we, they	was were	given a drink.
QUESTION	Was Were	I, he, she, it you, we, they	given a drink?

NOTE: Remember that the passive includes a past participle. Given is the past participle of give.

b) Write in your exercise book the past simple passive of each verb in brackets.



The Ile de Gorée lies off the coast of Sénégal. In 1588 it (1 *occupy*) by the Dutch, who built two forts on it. One of them (2 *destroy*) by the Portuguese in 1629. The island changed hands seventeen times in three centuries. Eventually, in 1678, it (3 *recognise*) as a French possession. For three centuries Gorée (4 *use*) as a place where slaves (5 *keep*) before they (6 *send*) across the Atlantic. The slaves (7 *capture*) on the mainland. Then they (8 *bring*) to the island where they (9 *buy*) and (10 *sell*). They (11 *hold*) in very bad conditions and (12 *treat*) cruelly. At last slavery (13 *abolish*) there in 1848.

9 Listening: Missed it!

You will hear a commentary of the last minutes of an important football match.

Follow this procedure.

- 1 Copy out the paragraph below, leaving the gaps.
- 2 Listen to the commentary. Listen for information.
- 3 Write the appropriate word or phrase in each gap.
- 4 Listen again to check.

The speaker was giving a commentary of the match between — and —, which took place in —. Baffoe, the Ghanaian —, tried to score a — but failed. So Côte d'Ivoire won the match by — goals to — and became the champions of all —. There were scenes of fantastic —.

10

Composition: A report of a match

- a** Think about a match — choose any sport — which you have seen recently, whether live or on television. List the important actions in the match.
- b** Write a composition about the match, using these guidelines.

Guidelines

How to write a composition

How to begin

- * Start with a detail that will attract the attention of your readers.

Narrate the events

- * Explain what led up to this moment in the match.
- * Say what the players did.
- * Only mention their most interesting actions.
- * Use mainly the *past simple tense*.

Describe people and things

- * Use language that will make your readers feel they were present at the match.
- * Give details.
- * Choose words that show how people moved, felt and reacted.

Explain the essentials

- * Mention the *result of the match*: who won and what the score was.

End with general comments

- * Was it a well-deserved victory or defeat?
- * Did some players perform better or worse than expected?
- * Look to the *future*: are changes of players, captain or tactics needed?

Consolidation Exercises

A

Vocabulary 1: Words that go together

Choose the right word for each gap. Write the answers in your exercise book.

Monday, July 3rd	7.30	a.m.	E.N.S.
	5.00	p.m.	fashion show
Tuesday, July 4th	3.00	p.m.	shopping for shoes
	8.30	p.m.	restaurant

(1 —) Monday I went to the E.N.S. (2 —) 7.30 (3 —) the morning. (4 —) the afternoon I went to a fashion show. (5 —) Tuesday I went shopping (6 —) the afternoon. I wanted some new shoes. So I looked (7 —) lots of them. However, in the end I didn't buy any because I couldn't find what I was looking (8 —). (9 —) the evening I met a friend at a restaurant. While waiting (10 —) him I looked (11 —) the menu. He arrived (12 —) 9.30 p.m., an hour late. 'I've got a new job,' he said. 'This calls (13 —) a special celebration.'

B Communication 1: Flashbacks

Copy out this paragraph, choosing the correct tense where alternatives are printed.

As the bus drove through the suburbs I (*chatted / had chatted*) to the passenger sitting next to me. I opened the box in which my mother (*packed / had packed*) some sandwiches for me and (*offered / had offered*) them to my neighbour. She (*took / had taken*) one and (*thanked / had thanked*) me. Then she (*opened / had opened*) a big basket that she (*brought / had brought*) with her. She removed a big cloth and (*spread / had spread*) it out over our knees. Then she (*started / had started*) to unpack the food she (*prepared / had prepared*) for the journey. There were pieces of roast chicken, slices of fried yam and various kinds of fruit. She (*invited / had invited*) me to take what I wanted and I (*realised / had realised*) it was lucky for me that I (*found / had found*) a seat next to such a generous lady whom I (*never met / had never met*) before.

C Vocabulary 2: Nouns ending in -er or -r

Copy and complete these sentences, making nouns ending in -er or -r from these verbs.

clean read write entertain employ sing farm mine dance manufacture
admire view sell climb wrestle buy play walk

- 1 My cousin has been a sign (—) for three years.
- 2 I would rather cultivate the land as a (—) than work underground as a coal (—).
- 3 My aunt works as a (—) in a big office block. She has three floors to keep clean and tidy. Her (—) is a big (—) of exercise books.
- 4 I enjoy singing and dancing, but I'm not a good (—) or (—). I only sing and dance to please myself. My job as a television news (—) is to inform people. I'm not an (—).
- 5 Many people watch football on television although a lot of these (—) are not football (—) themselves.
- 6 Prices of goods fall when there are too many things for sale, that is when there are more (—) than (—).
- 7 I like being in the mountains but I don't like danger so I'm a mountain (—) but not a rock (—).
- 8 What do you think of people who take part in violent sports? Are you an (—) of boxers or (—)?

D Communication 2: Saying what happened

Write out this paragraph, putting each verb in brackets into either the past simple active (e.g. *wrote*) or the past simple passive (e.g. *was/were written*).

Nobody knows who (*build*) the walls of this city. They (*build*) many hundreds of years ago. They (*help*) to protect the inhabitants when they (*attack*) by various armies that (*try*) to capture their city. In the end, the inhabitants (*defeat*) and the city (*capture*) by an invading army. This (*happen*) about 200 years ago. I (*tell*) this story by an old man who (*hear*) it from his grandfather.

LITERATURE: THE ODYSSEY

1 Reading: The Odyssey

The Odyssey is an exciting poem that was written in Ancient Greece nearly 3,000 years ago by a man called Homer. It is just over 12,000 lines long. The extract you are going to read is from a prose translation. It tells how Odysseus and his men were imprisoned by the Cyclops, a one-eyed monster.

BRAINSTORMING

Do you know any legends about monsters? If so:

- ☆ Describe the monsters — are there different kinds?
- ☆ Say what they do to people.
- ☆ Say what happens to them.

a As you read, try to imagine the giant Cyclops and the scene in the cave.

Odysseus, the Greek leader, was on his ten-year journey home after fighting a long war. He and his men arrived in their ship at an island where giants called Cyclops lived. These monsters had only one eye in the centre of the forehead. They lived in caves in the mountains and did not obey any laws. Odysseus decided to go with some of his

men to meet one of these Cyclops. He wanted to find out what sort of person this giant was. He already knew that a Cyclops was "like a rocky peak in a mountain range, standing out separately, away from the rest". He and his men arrived at the cave while one of these monsters was out looking after his flocks of sheep. Odysseus told this story:

'At last the Cyclops returned, guiding his flocks and carrying with him a great bundle of dry firewood to burn at supper. With a crash he threw this down inside and we hurried into the corner in terror. Then he drove some of his flocks inside to milk them. Next, to



close the doorway, he lifted up a huge heavy rock. 22 teams of horses would not be able to raise such an enormous boulder from the ground. But the Cyclops did, and fitted it in position, completely blocking the entrance. Then he sat down and milked the sheep and goats and put the young ones to their mothers.

Then the Cyclops noticed the strangers and questioned them. They begged him to show his respect for Zeus and the other gods and not to harm them. He replied to Odysseus, "Stranger, you must be a fool or have come from far away if you tell me to fear the gods. We Cyclops care nothing for Zeus or for any of the gods. We are much stronger than them. Fear of the gods would never stop me killing you or your companions".

'At this, the savage creature jumped up, stretched his hands towards my companions, seized two at once and struck them against the ground like puppies. He tore them limb from limb and made his supper of

them. He began to eat like a mountain lion, leaving nothing, devouring flesh, intestines, bones and marrow while we cried and were helpless. We watched these terrible things and begged Zeus to help us.

'When the Cyclops had filled his stomach with the human flesh that he had eaten and washed it down with fresh milk, he lay down on the cave floor and slept among his animals. I began to feel a little braver and thought at first of going up to him and stabbing him in the chest with my sword. But second thoughts held me back; we too would have died without doubt. We would never have been able with our hands to push away that vast stone from the cave entrance. So with sighs and groans we waited for the dawn.

'Next day, the Cyclops left the cave with his flocks, replacing the rock in the doorway.

'After all my thinking, the plan that seemed best was this. The Cyclops had left a long pole in the cave. As we looked at it, it seemed huge enough to be the mast of some great ship. It was so long and thick. I stood over this pole and cut off a two-metre length. My companions made it smooth and then I sharpened it to a point. Next, I put it into the fire to harden it. There was a pile of dung in the cave and I hid the stake under it. I asked my men to decide who would join me and help me lift the stake and plunge it into the giant's eye as soon as he fell asleep. They chose four, and I made a fifth'

b Answer these questions.

- 1 Why did Odysseus enter the Cyclops' cave? Do you think he was wise?
- 2 What is the Cyclops compared with?
- 3 What is the first thing that makes Odysseus' men afraid?
- 4 How does Homer make us aware of the great size of the boulder for the doorway?
- 5 What is the pole compared with?
- 6 What are Odysseus' men compared with when the Cyclops seizes them?
- 7 The Cyclops eats in a certain way. What is this compared with?
- 8 Give two examples of ways Odysseus thought he might defeat the Cyclops.
- 9 What can we learn about the way of life and occupation of the Cyclops from this story?
- 10 A good story has details that bring it to life. Which details of this story help to bring it to life for you?
- 11 What do you like about the story so far?

2 Reading skill: This and these

- 1 'They arrived at an island where giants called Cyclops lived. These monsters ...'
- 2 'Odysseus told this story. At last the Cyclops returned ...'
- ← looks back
- looks forward →

This and these can refer to something mentioned previously (as in 1) or to something that will be mentioned next (as in 2). Match each **this/these** phrase with the idea it refers to.

THIS/THESE PHRASES

threw this down
At this
these terrible things
the plan that seemed best was this.

IDEAS THEY REFER TO

(After) threatening Odysseus' men
plunging the pole into the Cyclops' eye
the bundle of firewood
the deaths of Odysseus' men

3 Vocabulary 1: Describing large sizes

Learn which words are used for people, things or abstract ideas.

	WORD	LARGE IN SIZE		SIGNIFICANT	
L A R G E	big	<i>people</i> a big man	<i>things</i> a big dog a big mountain	<i>people</i>	<i>abstract ideas</i> a big increase (e.g. in price) a big problem
	large	a large family	a large lake		
	great		the heat was very great a great boulder	a great singer (famous)	with great difficulty of great importance
V E R Y L A R G E	huge massive enormous	a huge person a massive crowd an enormous man	a huge elephant massive shoulders an enormous lion an enormous building		a huge improvement a massive increase an enormous difference
	vast		a vast (very wide) area a vast (very big) organisation		at vast expense
H I G H	high	How high is he on the ladder?	a high mountain		
	tall	He is very tall (never high)	a tall giraffe a tall building		

Colloquial uses of **great**:

We had a **great** time = we enjoyed ourselves a lot.

He was a **great** help = he helped me a lot.

NOTE: Large means big. It does not mean wide. Important means significant. It does not mean large.

Speaking

In pairs, complete the dialogue with an adjective from the list which means the same as the one in brackets. Sometimes more than one answer is possible. Write these adjectives in your exercise book with the nouns they describe.

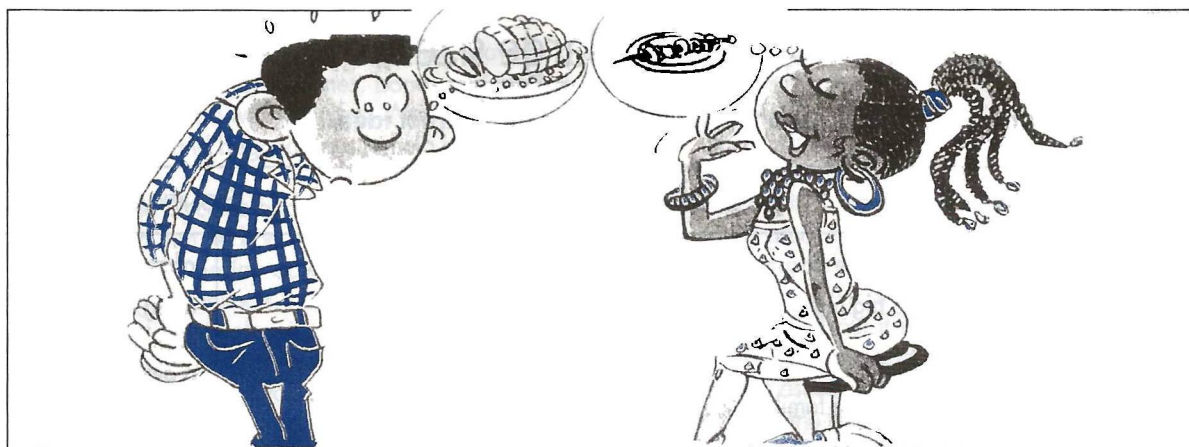
massive big tall enormous huge vast great

YOUNG MAN Come on. You'll love the Afrotel. Do you know it? It's that (1 *massive*) hotel in the centre of town. It has 30 storeys. It's a very (2 *high*) building.

YOUNG LADY Yes, I know it.

YOUNG MAN The whole of the top floor is one (3 *very wide*) restaurant. You can't see from one side to the other. They give (4 *huge*) helpings of roast meat and ...

YOUNG LADY I only want a snack.



YOUNG MAN Oh, and there's music and dancing. We'll have a really (5 *enjoyable*) time.

YOUNG LADY It's expensive. You'll end up with a (6 *enormous*) bill to pay.

YOUNG MAN No problem. I've just had a (7 *large*) increase in my salary.

YOUNG LADY Anyway, I'm not going to the Afrotel. You see, I live there. My Dad owns it.

Writing Think of something large, such as a specific building or mountain. Write a short description of it (5 or 6 lines). Read it out. The class must guess what it is.

4 **Speech:** Intonation for questions

'Yes/No' questions

These are questions which you could answer by saying just 'yes' or 'no'. In these questions the voice rises on the last stressed syllable.

Ex: Did you have a good time at the **party**?

Have you heard the latest **news**?

Is your brother **coming** with us?

'Wh' questions

These are questions which start with **when, where, why, what, who, which** or **how**. In these questions the voice falls on the last stressed syllable.

Ex: How **old** are you?

When does the **match** start?

Practise saying this conversation with a partner.

A Can you give me a **lift**?

B Where are you **going**?

A To the **city centre**.

B That's the opposite **direction**. Why don't you stand on the other side of the **road**?

5 Communication 1: Putting events in order

GRAMMAR 6 D

Learn how these words are used.

BEFORE AND AFTER

1 Odysseus had many adventures. 2 Then he returned home.
After having many adventures, Odysseus returned home.
 OR
 Odysseus had many adventures **before** returning home.
 OR
Before returning home, Odysseus had many adventures.

WHILE

I waited for my friend. **At the same time** I read a book.
While waiting for my friend, I read a book.

BY

The Cyclops rolled a boulder in front of the cave. **By this method** he closed it.
By rolling a boulder in front of the cave, the Cyclops closed it.

SUMMARY

After/Before	+ present participle	, main clause
While/By	(-ing)	
After	working all day	, I had a meal with my friends.

Writing Write each pair of sentences as one sentence, using **before** or **after**. Put a comma after the clause with the participle.

Ex: The Cyclops ate and drank. The Cyclops fell asleep. (*after*)
 After eating and drinking, the Cyclops fell asleep.

- 1 The Cyclops milked his flocks. The Cyclops closed the cave entrance. (*before*)
- 2 Odysseus decided not to kill the Cyclops. Odysseus thought of a better plan. (*after*)
- 3 Odysseus cut a length off the pole. Odysseus stood and looked at it. (*before*)
- 4 Odysseus sharpened the pole. Odysseus put it in the fire to harden it. (*after*)

Speaking Study the example. Then complete the other conversations in a similar way and practise them in pairs.

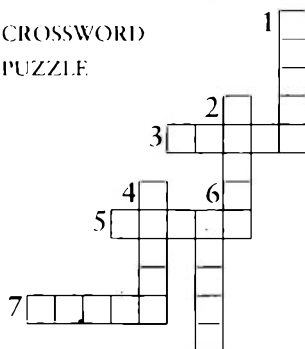
Ex: FANTA How did you find the way to my house?
 ISSA (I asked people the way.) By asking people the way.

- 1 ALIYU How can I keep these window frames in good condition?
 ABOUBAKAR (You should paint them.) By — — .
- 2 SYLVIE How did you photograph these antelopes?
 DELPHINE (I waited patiently for several days.) — — — — — .
- 3 JEAN How do manufacturers sell more of their products?
 PIERRE (They advertise them.) One way is by — — .
- 4 SITA If you were in the Cyclop's cave, how would you get out?
 KOUMBA (I would dig under the rock at the entrance.) — — — — — . And you?

6 Vocabulary 2: Adjectives in -y

The Cyclops was like a rocky peak. When you add y to rock, you make the adjective rocky. When the sun is out, it is sunny.

CROSSWORD
PUZZLE



Copy the crossword puzzle into your exercise book and fill in the words.

DOWN

- 1 When there is a fog, it is ____.
- 2 When there's a mist, it's ____.
- 4 A place with a lot of dust is ____.
- 6 Things which shine are ____.

ACROSS

- 3 When it rains a lot, it's ____.
- 5 A person who makes a fuss is ____.
- 7 When a car's full of rust it's ____.

Exceptions: anger angry
 hunger hungry

7 Punctuation: Hyphens

The text in Exercise 1 includes these phrases: a **ten-year** journey, a **two-metre** length. A hyphen (-) shows that two words or word parts act together as one idea and are not to be understood separately. Hyphens are often used when a writer makes a new word from two words or word parts.

A hyphen is used:

- when a number is combined with another word
Ex: a **two-day** visit, a **three-hour** exam
- when the hyphenated word acts as an adjective and comes before a noun
Ex: a **blue-striped** shirt, a **well-known** actor, a **half-empty** bottle
- with the prefixes **non-**, **anti-**, **self-** and the suffixes **-like** and **-free**
Ex: a **non-stop** flight, an **anti-AIDS** vaccine, **self-confidence**, a **snake-like** stare, a **sugar-free** diet (one without sugar).

Writing

Thirteen hyphens are missing from this story. Write down the words that need a hyphen.

I met an old friend in a self service restaurant recently. He lives at the top of a ten storey building because he wants to avoid traffic fumes. To my surprise, he came in with a piece of cloth tied, bandit like, around his face. Some anxious looking people started to move away from us.

'What's the matter?' I asked my friend.

'This place is not germ free, so I have to wear this protection. It's a sort of self defence.'

'What will you have to drink? Beer, wine or something non alcoholic?'



'Just water, thanks. All these drinks contain sugar and I'm on a sugar free diet. Anyway, water helps me swallow my anti malarial pills. I always have a big two litre bottle of water with me.'

'What about some food?'

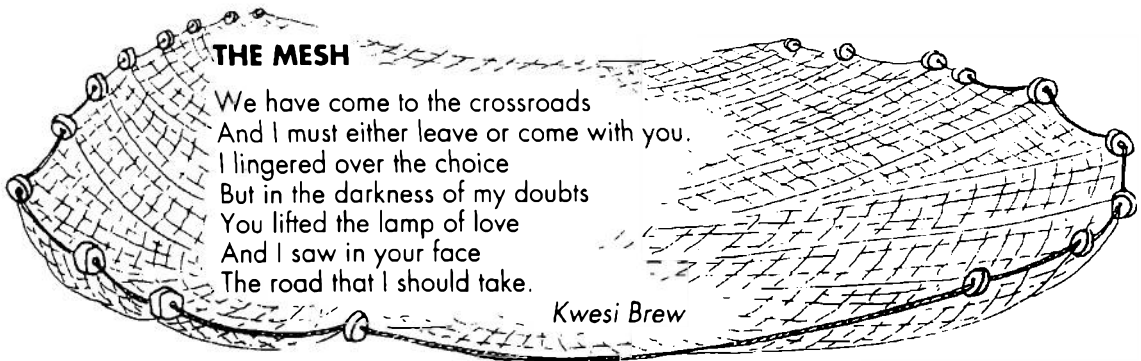
'I've brought my own. It's salt free, much better for me, delicious too. Oh! Excuse me. I must go.'

My friend ran off in a hurry, leaving his half eaten food on the table. At that moment the police rushed in. 'Stop that man! He's a recently escaped prisoner and he's a dangerous criminal!'

8

Poem

Read this poem aloud. Then answer the questions that follow.



- 1 The poem includes several important words which make us think of other ideas. We often use words for this purpose. A heart makes us think of love; a lion stands for strength. What ideas do these words make us think of in the poem?

crossroads, darkness, lamp, road

- 2 The fourth line has two words that begin with *d*. Poets often repeat a sound, especially at the beginning of words, to strengthen the effect or meaning of their poem. Does this poem have another example of a repeated sound? If so, is it effective?
- 3 What decision was taken by the speaker in the poem?
- 4 Why was this decision taken?
- 5 Why is the poem called 'The mesh'?

NOTE: A mesh is part of a net. To mesh is to fit together very closely.

9

Communication 2: Expressing certainty and possibility

Read this conversation, the interpretation and the table.

- HAMED Can you hear that noise in the cave?
- HENRI Yes, I can. Perhaps there's a monster there. It could be a man-eating monster!
- HAMED Sh! Don't talk so loud! It could hear us!
- HENRI I'm not afraid. I'm going to look in the cave.
- HAMED It may eat you!
- HENRI No, it won't. I'll put this old coat on. The smell will keep the monster away.
- HAMED But you could be wrong.
- HENRI No. It smells like a dead goat.
- HAMED But perhaps the monster will like that!

INTERPRETATIONS True or false?

- 1 Henri is certain there's a monster in the cave.
- 2 Hamed thinks it is possible the monster will hear them.
- 3 Henri is certain the monster won't eat him.
- 4 Hamed is sure the monster will like the smell of the old coat.

	PRESENT	FUTURE
CERTAINTY	It is	It will be
POSSIBILITY	It may be Perhaps it is It could be	It may be Perhaps it will be It could be

Speaking

a) Complete these conversations. Then practise them in pairs.

- 1 ANGELE Are we going to win the match?
CLARISSE (say it is possible) — — — .
ANGELE Our team has trained hard.
CLARISSE Yes. That ——— certainly help them.
- 2 AWA Will it rain tomorrow?
ABIBA (say it is possible) ——— it will.
AWA There ——— certainly be rain somewhere near here soon.

b) In pairs use the information supplied to make up conversations.

- Ex: A Do you think there is life on Mars?
B Perhaps there is.
A Mars has polar ice caps like Earth.
B Yes. So there may be life near them.

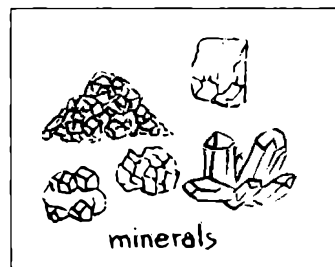
Are there intelligent beings
other solar systems like ours in space?

Do you think there is air
the right temperature
water on some stars?

ANSWERS Perhaps there is/are. There could/may be. I think it's possible.

Is Are there gold diamonds in (name a region) ?
Will they find iron ore oil uranium, etc.

ANSWERS Perhaps there is/are. They will.
There could/may be. I think it's possible.



Discussion

Talk about what may happen:

- 1 The possible success of a particular song or musical group (choose one you know well).
- 2 The possibility of particular examples of development taking place at your school or in your area (e.g. new buildings, factories, a dam or hydro-electric scheme, a bridge, a stadium, new water supplies, agricultural cooperatives, etc.)



10 Composition: A short story, myth or adventure

Using the guidelines, write a composition:

- EITHER – about an exciting, frightening or amusing event in your own life
 OR – about a myth or legend you know (or make one up)
 OR – make up an adventure

Guidelines How to write a short story, myth or adventure

How to think out your plot

- * Work out the main events of your story before you start writing.
- * One way of getting ideas is by using a grid like this:

PERSON	OBJECTIVE	DIFFICULTY	OUTCOME
a hard-working Ananse a car thief	to enjoy a meal to earn some money to travel to Brazil	shyness lack of money heavy rain	?

- * Add ideas of your own.
- * Choose one idea from each column at random and make them into a story.
Ex: Ananse, to travel to Brazil, had no money.

Start EITHER

- * Explain the situation before the main events, and describe the people of your story (in other words, set the scene for the drama that will follow).
 OR
- * Go straight into the action and mention a dramatic event in your first sentence.
Ex: The ground crumbled under my feet. Desperately, I tried to get one foot onto a firm rock, but I was too late.
- * If you do start like this, you will probably want to describe at a later stage what happened before this point in the story. If so, this could be an opportunity to use the past perfect tense. But use the past simple for most actions.

Bring the story to life

- * Choose *interesting and life-like words*.
Ex: The savage creature jumped up. (not got up)
 seized two ... (not took two)
 struck ... (not hit)
- * Say what you could *see*; mention *colours*. Mention *sounds* you could hear, any *smells* or even *tastes*; say what things felt like to *touch*.
- * *Describe* how things were done.
Ex: The Cyclops threw his firewood down with a crash.
- * Mention *people's thoughts and feelings*.
Ex: We hurried into the corner in terror.
 I began to feel a little braver.
- * *Compare* things and events in your story with things the reader can visualise.
Ex: He began to eat like a mountain lion.
- * *Include conversations*.

Consolidation Exercises

A Vocabulary 1: Words of large size

Write out these sentences, putting one of these words in each gap.

massive vast big enormous great tall

- 1 My uncle is very (—) and he has to bend very low when entering this room.
- 2 Our house is quite (—): it has nine rooms.
- 3 Do you know Brenda Fassie, the (—) South African singer? She attracts (—) crowds.
- 4 The Egyptian pyramids are (—) stone structures.
- 5 The Sahara is a (—) desert.

B Communication 1: Using before, after, while, by

Write out these sentences, putting each verb in brackets into either the past simple tense or the present participle.

Ex: We (*find*) found our way by (*use*) using the map.

- 1 After (*read*) the newspaper, I (*write*) to its editor.
- 2 I (*study*) the instructions carefully before (*use*) my new camera.
- 3 He (*obtain*) a good crop of maize by (*weed*) the field regularly.
- 4 Before (*drive*) to work, my father (*fill*) the car's petrol tank.
- 5 I (*hear*) the news while (*go*) home in a taxi.

C Vocabulary 2: Making adjectives

Write out this conversation, placing an adjective ending in *y* in each gap. Make adjectives from these nouns:

health oil gloom salt luck hunger fuss taste

MOTHER I've got a delicious meal for you today. It's really (1 —). There's no need to look so miserable and (2 —).

SON But I don't want to eat anything. I'm not (3 —).

MOTHER You don't know how (4 —) you are. This is a special beef stew. You must eat well if you want to stay (5 —).

SON (*trying a little food*) Nothing but oil! I can't eat such (6 —) food.

MOTHER What a fuss! Yesterday I put only a little salt in the food and you complained it was too (7 —). You're too (8 —). I think you'd better cook for yourself tomorrow.

D Communication 2: Expressing certainty and possibility

Write out these sentences, putting one of these words in each gap.

will may is perhaps

- 1 Look at this flower; it (—) very beautiful.
- 2 I don't know if we (—) get to St Louis before dark. We (—) manage to, and I hope that we (—).
- 3 My brother has a fever. He (—) not well. (—) he has malaria. Of course, he (—) have something else.



LITERATURE: ESCAPE

1 Reading: The Odyssey, part 2

BRAINSTORMING

- ☆ How will Odysseus and his men escape from the cave?
- ☆ Will they dig, use magic or violence, use the sheep, play a trick or ...?

a Read the passage and study it carefully. Decide which of the adjectives below describe Odysseus. Then copy the headings into your exercise book and complete the table.

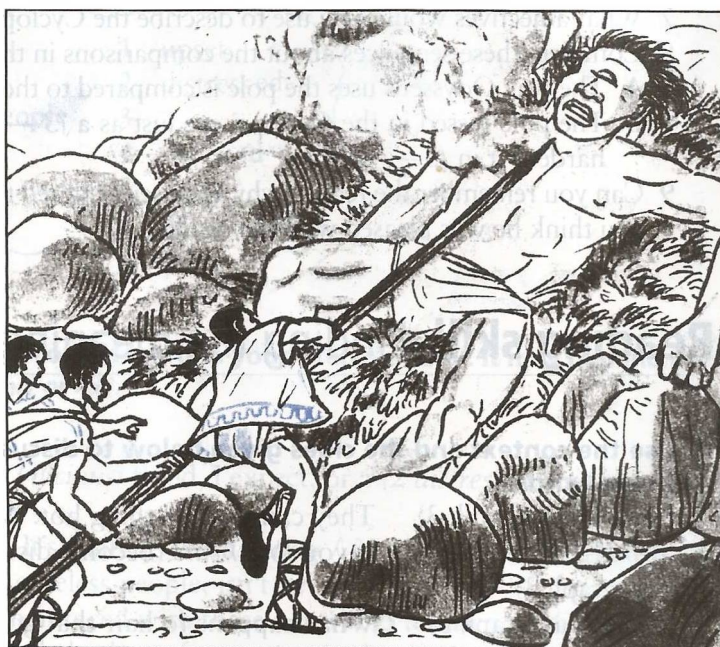
¹ <i>Describe Odysseus</i>	² <i>Do not apply to Odysseus</i>	³ <i>We don't know</i>
<i>resourceful</i>	<i>cowardly</i>	<i>autocratic</i>

Adjectives: lazy brave intelligent adventurous prudent curious energetic
rash autocratic skilful uninteresting cowardly patient unwise unselfish
impatient democratic resourceful selfish unadventurous

Towards nightfall the Cyclops came home again, bringing his woolly flocks with him. He drove all his animals into the cave, lifted the massive door-stone and put it in place again.

The Cyclops ate and I gave him lots of the wine we had brought with us. He drank it all. Then he asked me my name. "My name is No one," I said. "Then No one will be the last of those I eat." After these words he went to sleep.

'Immediately I found our stake and drove it down into the heap of embers to make it red hot. Meanwhile I spoke words of courage to all my comrades, so that none of them would lose heart and shrink from the task. When my stake was red hot, I drew it out of the fire. My men took hold of it



and we thrust it into the giant's like a ship's carpenter boring eye. I myself pushed heavily from through timber with a drill. The above and twirled the stake round blood came pouring out round

the red-hot wound. The heat singed his eyebrows and eyelids. The eyeball was burned out and the roots of the eye hissed in the fire. It was as when a smith plunges an axe or adze into cold water to harden it and it hisses loudly. He gave a hideous roar; the cave echoed and in terror we rushed away. He pulled the blood-stained stake from his eye with frantic arms and threw it away. Then he shouted loudly to his Cyclops brothers who lived in the caves in the hill tops.

'His brothers hurried towards him from all sides and asked him

what the matter was. "Is someone attacking you?" From inside the cave the giant answered, "Friends, it is No one's trick that is threatening to kill me." They said, "If no one is hurting you, if you are alone, then you are suffering from some mental illness sent by the gods. You had better say a prayer to them." So they went away.

'Meanwhile I was planning the best way of escape. There were big handsome rams in the cave. They were well fed, with thick woolly coats. I took these rams, three by three, and tied them together, using the flexible sticks

that the giant slept on. Undereath the middle ram in each group I tied one of my men. I myself chose the biggest ram of the flock and placed myself under his stomach, holding tight to his soft wool. In this way we waited for dawn.

'When dawn came, the Cyclops moved the rock from the doorway and felt along the backs of all the rams as they went outside. The giant never found out that the men were tied under the animals' stomachs. Last of all my own ram went outside, weighed down by his thick wool and my own weight.'

b Now answer these questions.

- 1 Why did Odysseus give the Cyclops lots of wine? Was it a sign of friendship?
- 2 In what ways did Odysseus trick the Cyclops?
- 3 Is Odysseus more a man of action or a thinker? Discuss your answer with others.
- 4 Several details of this story show us that Odysseus was a good leader. What *qualities* of *leadership* does he show?
- 5 What do we learn from this text about occupations in the time of Odysseus? What tools were used?
- 6 Why did the Cyclops' brothers *not* give him any help?
- 7 What adjectives would you use to describe the Cyclops?
- 8 Complete these sentences about the comparisons in the passage:
A The way Odysseus uses the pole is compared to the way a (1 —) uses a (2 —).
B The pole hissed in the Cyclops' eye just as a (3 —) or a (4 —) hisses when a (5 —) hardens it in (6 —).
- 9 Can you remember the reason why Odysseus entered the cave? Did he achieve his objective? Do you think he was pleased with the result?

2 Reading skill: Finding the meaning of a word

Speaking
in
pairs

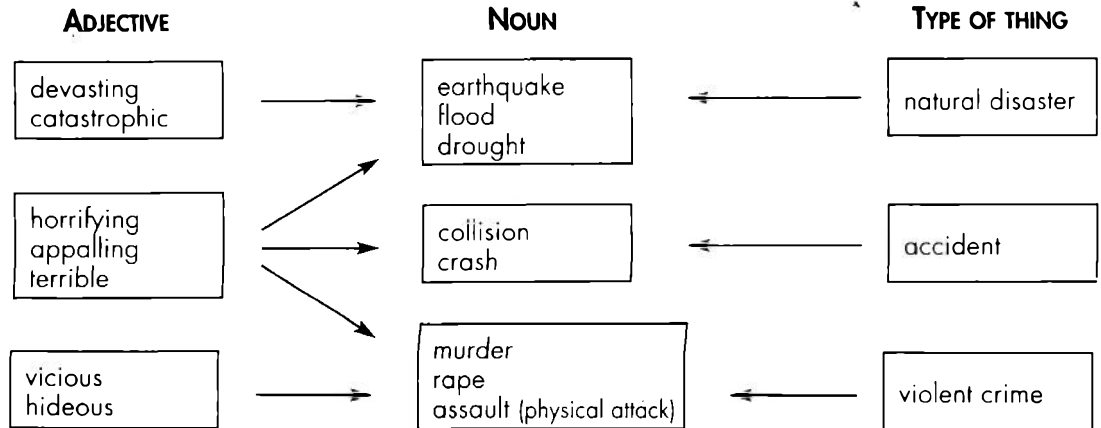
Use the context and the clues given below to discuss and find out the meanings of these words:

- | | |
|---|--|
| <i>embers</i> (paragraph 3) | They can make a thing hot. Where are embers found? |
| <i>shrink</i> from a task (paragraph 3) | If you <i>lose heart</i> (become discouraged) you might not do the task. |
| <i>singed</i> (paragraph 3) | What happens to hair that goes too near a fire? |
| <i>hideous</i> (paragraph 3) | The ending <i>-ous</i> indicates that the word is an adjective. It describes the roar. |
| <i>frantic</i> (paragraph 3) | How would a person feel in this situation? Calm? |
| <i>mental</i> (paragraph 4) | If no one is hurting him, what kind of a problem has he got? |
| <i>ram</i> (paragraph 5) | It is <i>woolly</i> . The storyteller refers to <i>his</i> stomach. |

3 Vocabulary 1: Describing terrible events

a Study the examples and the diagram.

- Ex: 1 The town was destroyed by a catastrophic earthquake.
 2 They told me about a horrifying accident.
 3 The man was the victim of a vicious murder.



b Decide what word should go in each gap and write it in your exercise book.

- Ex: It was horrifying to see the victims of the accident.
 I was horrified to see the effects of the flood.

- | | |
|---------------------------------|--------------|
| 1 Upsetting | 1 upset |
| 2 _____ | 2 distressed |
| 3 Horrifying things make people | 3 _____ |
| 4 _____ | 4 shocked |
| 5 Appalling | 5 _____ |
| 6 _____ | 6 devastated |

Writing

Where there is a choice, write the correct word in your exercise book. It may depend on whether the adjective ends in *-ing* or *-ed*.

OBI What's on television?

YAYA News of a (1 *catastrophic* / *vicious*) flood, I expect, or a (2 *distressed* / *hideous*) murder. Switch it on.

OBI You're right. It's a flood. It's quite (3 *devastating* / *vicious*). It's very (4 *distressing* / *upset*) to see those poor homeless people, isn't it?

YAYA Yes. We are so helpless when faced with these natural (5 *accidents* / *disasters*).

OBI But we can send money to help the unfortunate (6 *assaults* / *victims*).

YAYA I wish we could do something about all those (7 *horrifying* / *vicious*) road accidents, like the (8 *appalled* / *terrible*) collision we heard about yesterday.

OBI We can persuade the authorities to work harder to prevent such (9 *appalling* / *shocked*) things.

4 Speech: Pronunciation of the sound /ə/

Speaking This vowel sound often comes at the end of a word. It is never stressed.

a) Say these words.

OCCUPATIONS (Words ending in -or)	OCCUPATIONS (Words ending in -er)	RELATIONS	COMPARATIVE ADJECTIVES
doctor tailor actor sailor	driver lawyer writer teacher	mother sister father brother	wider older/elder younger newer

b) Practise saying these sentences. If you stress the syllables in colour, this will improve your pronunciation.

- 1 My mother is younger than my father.
- 2 Is your brother a lawyer or a teacher?
- 3 My elder sister is a doctor.

Can you think of other occupations that end in -er? Who bakes bread? Who farms the land?

5 Communication 1: Expressing purpose

Each sentence below expresses a purpose. Study them. Then answer questions a) and b)


- 1 Odysseus spoke to his men to encourage them.
- 2 Odysseus spoke to his men so that they would be courageous.
- 3 Take a map so that you will be able to find the way.

- a) Which words in sentence 1 express Odysseus' purpose?
- b) Two of the sentences use would or will. What two words introduce the purpose in these sentences?

Other auxiliaries (like would and will) include can, could, do, does.

Speaking Competition

- Form two teams.
- A person from one team asks a question or makes a statement.
- A person from the other team gives the appropriate answer or completion, beginning it with to or so that.
- Each correct answer wins a point.

Questions and statements 	Answers and completions
<ol style="list-style-type: none"> 1 Why do vehicles have red brake lights? 2 Why do farmers weed their crops? 3 Why do dogs wag their tails? 4 I wrote to my mother... 5 I advise you to water those young plants ... 6 Why do vehicles have indicator lights? 7 Why do flowers have beautiful petals and perfumes? 8 Why do chameleons change colour? 9 I locked my bedroom door ... 10 I sleep under a net ... 11 Why are all taxis painted in the same colours? 12 Why do termites take leaves underground? 13 Why do some insects look like leaves? 14 I'm going into town ... 15 I lent him a torch ... 	<ol style="list-style-type: none"> a) ... tell other vehicles which way they will turn. b) ... people will recognise them. c) ... no one would borrow my radio or cassette recorder. d) ... buy a film for my camera. e) ... camouflage themselves f) ... he could see where he was going. g) ... grow fungi which they will eat. h) ... their enemies will not see them. i) ... protect myself from mosquitoes. j) ... attract insects. k) ... vehicles behind them will see them braking. l) ... they don't die. m) ... they will have a bigger harvest. n) ... tell her my news. o) ... show they are pleased

Writing **Copy and complete these sentences, using the ideas in brackets. Use *to* or *so that***

- 1 The Cyclops rolled a boulder into the cave entrance ...
(He wanted to prevent Odysseus and his men escaping.)
- 2 Odysseus gave the Cyclops lots of wine to drink ...
(The Cyclops would sleep deeply.)
- 3 Odysseus tied his men under the rams ...
(In this way the Cyclops would not find them.)
- 4 Odysseus told the Cyclops his name was No one ...
(He wanted to trick the Cyclops.)
- 5 Odysseus put the stake in the fire
(He wanted to harden it.)

6

Summary

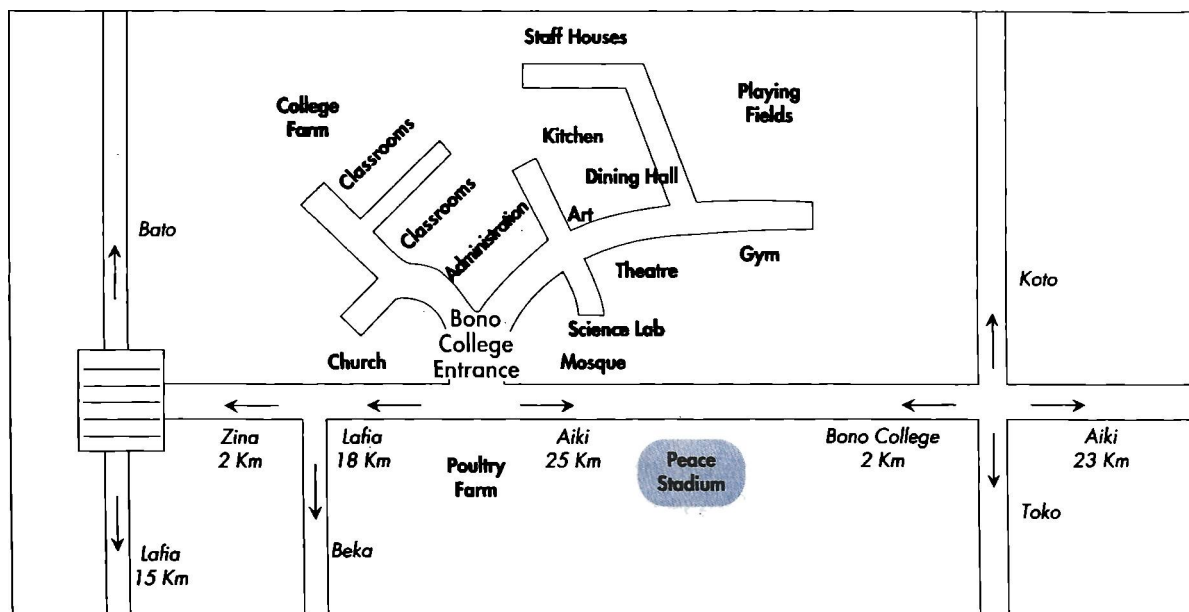
- a** What is the theme of the story of Odysseus and the Cyclops? Discuss with others in your class what you think it is.
- b** Which of these possibilities is closest to your opinion?
- 1 There is strength in numbers.
 - 2 Shepherds cannot be trusted.
 - 3 Even heroes have faults.
 - 4 Curiosity leads to disaster.
 - 5 It is foolish to underestimate your enemy.
 - 6 Courage and intelligence are stronger than the forces of evil.
 - 7 It is better to be intelligent than to be strong.

7

Vocabulary 2: Giving directions

Here is a map of Bono College showing how to reach it from nearby places. Study it and the conversation below it.

HOW TO GET TO BONO COLLEGE



A How do I get to Bono College?

B Go *along* this road – this is the Bato road – *until* you come to Zina. At Zina there is a turning to your left signed ‘Aiki’. You take this road. Bono College is three km *from* this turning.

A Is the college *in* Aiki?

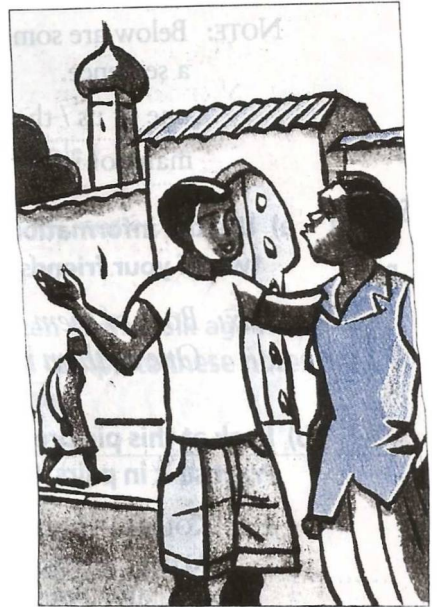
B No. It’s *before* you reach Aiki. You go *towards* Aiki, but not *as far as* Aiki. Two kilometre *from* Zina there is a turning *on* your right to Beka. Go *straight on past* this turning. A little *further on*, *after* about one kilometre, you will see a big sign saying, ‘Bono College’ *on* you left. The entrance is *opposite* a big poultry farm.

Writing You live in Aiki. A stranger asks you how to get to Bono College. Write out this conversation, putting one of the words or phrases below in each gap.

after past to to opposite along from in before further on on
straight on Zina towards

- A Can you tell me how to get (—) Bono College, please?
 B Go (—) this road. This is the (—) road.
 A Is the college (—) Zina?
 B No. It's (—) you reach Zina. You go (—) Zina.
 (—) about 23 km you come (—) a crossroads signed
 Koto to your right and Toko to your left. Don't turn left
 or right. Go (—). The college is two km (—) this
 crossroads. You go (—) the new Peace Stadium on your
 left. A little (—) you will see the college entrance (—)
 your right. It's (—) a big poultry farm.

These expressions are also useful for giving directions:
 Take the **second** turning on the left.
 Turn right **at** the Post Office.
 It's **at the end of** this road.



Speaking
in
pairs

- You are a student at Bono College. You come across a visitor outside the gymnasium. Give him directions to get to the school farm.
- Give your partner instructions on how to get to a place on the map. Do not name the place. Your partner follows the instructions with his or her finger on the map and tells you the name of the place.
- Draw a map of your school. Give directions to a visitor to get from the entrance to a particular part of the school.

8 Communication 2: Saying how many

a Study the diagram.

GRAMMAR 3

NUMBER	SUBJECT	OBJECT
Two	My father and I like sport: we both both of us } play football.	I was walking with my brother: a friend gave {us both both of us} a ride in his car.
	I have two sisters; they both both of them } enjoy singing.	There were two lorries; we overtook {them both. both of them.
	Negative: Neither of us/them is tall.	We didn't overtake either of them.
More than two	I have four brothers; we all all of us } play the guitar.	When we heard the good news, it surprised {us all. all of us.
	My three sisters are doctors; they all all of them } work in the hospital.	When I left my classmates, I said goodbye to {them all. all of them.

b Now copy these sentences and complete them with **we, us, they or them**.

- 1 We can say 'We both came or' 'Both of (—) came'.
- 2 'Both of them came' and '(—) both came' have the same meaning.
- 3 'All of us came' can be used in place of '(—) all came.'
- 4 'They all laughed' means the same as 'All of (—) laughed.'

NOTE: Below are some more phrases with **of** which can be used as either the subject or object of a sentence.

one of us / them two of us / them several of us / them a few of us / them
 many of us / them most of us / them

Speaking
in
pairs

a) Use the information in this table to talk about two of your friends.

Ex: *Both of them* go to the Lycée Moderne.
One of them is in 2nd.

b) Look at this picture and study the conversation. Practise it in pairs. Discuss one picture at a time.

Ex: KOUMBA Look at those rings!
 ALIMBA Several of them have diamonds.
 KOUMBA One of them has a big diamond.
 ALIMBA Four of them haven't got a diamond.
 KOUMBA They all look expensive.

go to the Lycée Moderne	✓	✓
be in 2 nd	✓	x
like popular music	✓	✓
have bicycles	x	✓
like dancing	x	x
have cameras	✓	✓
play tennis	✓	x
live near me	x	x
play the clarinet	✓	✓



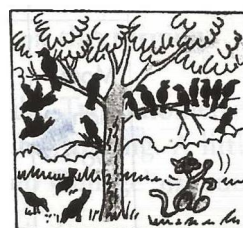
Writing

a) Study the two pictures and write a suitable word for each gap in these conversations in your exercise book.

- A ISSA Those people are enjoying themselves.
 MOUSSA Yes. Look! (1 —) of (2 —) is diving from the high board.
 ISSA (3 —) of (4 —) are diving from the sides of the pool.
 MOUSSA (5 —) of (6 —) are swimming and (7 —) of (8 —) are only watching. (9 —) all seem to be happy.



- B FATOU There are a lot of birds over there!
 AWA Yes. (1 —) of (2 —) are flying, (3 —) of (4 —) are standing on branches.
 FATOU (5 —) of (6 —) has eight birds on it.
 AWA (7 —) of (8 —) are on the ground. There's a cat trying to catch (9 —) of (10 —).

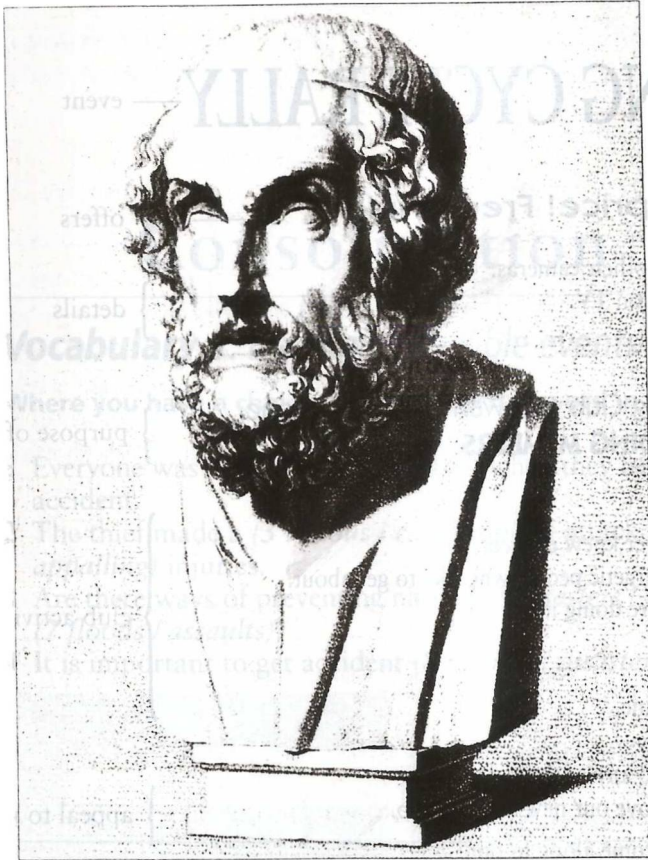


b) They and them refer to the last things mentioned. **Them** is needed 5 times in conversation B. Say what it refers to each time.

9 Listening

- a**
- Read the statements below.
 - Listen to the talk about Homer.
 - Say if each statement is true or false, or if you don't know.

- 1 Homer composed one poem.
- 2 Tradition tells us that Homer was deaf.
- 3 Homer lived about 2,800 years ago.
- 4 Homer entertained guests in the fine houses of important people.
- 5 Homer's stories were fiction.
- 6 Homer stayed in one place and people came to him to hear his stories.



- b** Listen to the talk again and copy and complete these notes on Homer:

HOMER

- Where he lived
- When he lived
- His occupation
- What he 'wrote'
- Topic of what he 'wrote'
- How he probably 'wrote'

10 Discussion: Oral literature

In groups, discuss some of these topics:

- 1 What do you know about oral literature in your area?
- 2 What themes are common in your oral literature? Are there some stories in which clever people succeeded by tricking others?
- 3 Does your oral literature use comparisons? If it includes praise songs, it may well compare great people with strong and powerful animals.
- 4 What similarities can you see between the oral literature of the Odyssey and the oral literature of your people?

Composition: Writing a notice

Write a notice to put on a board about setting up a school literary club. First study the notice below, which is about setting up a school cycling club.

NOTICE

ANALYSIS

Lycée Classique Cycling Club

heading

Your chance to be famous!

eye-catching phrase

Fancy being on television?

All you need to do is find a bicycle and join our

} details

GRAND OPENING CYCLE RALLY — event

Club T shirt half price! Free drinks!

offers

- National television will be there with their cameras.
- Your family and friends will see you on TV.
- Get someone to video it for you.

} details

We are launching a new Cycling Club and want **YOU** to be one of our **FOUNDING MEMBERS**

} purpose of notice

Do any of these sound like fun to you?

- Cycle trips to exciting places you never knew existed.
- Sharing the company of cheerful, energetic people who like to get about.
- Keeping fit and hardly knowing you're doing it.
- Picnics, barbecues, feasts ...
- Cheap spare parts for your bike.
- Free advice on caring for your machine.

} club activities

If you can say **'YES!'** to any of these, then you are someone who will love our new cycling club

} appeal to join

After the rally, come along to our

INAUGURAL MEETING

to put the club on a proper footing, choose officials and work out our programme

} purpose of meeting

(date) (time) (room)
on ... at ... in ...

time and place

Sign your name below and help make our club a success.
You have everything to gain!

} final appeal

Guidelines How to write a notice

- * **Plan** your notice.
- * Include most of the parts mentioned in the *analysis*.
- * Think of *what will appeal* to your fellow students. What will get your notice *noticed*?

Ideas for content:

- EITHER a play-writing competition: possible public reading or performance of the winning play.
- OR poets will come and read their poems.
- OR collecting oral literature.
- OR outing to see plays performed.
- OR visits to places of literary interest.
- OR visits to TV and radio stations.

Consolidation Exercises

A Vocabulary 1: Describing terrible events

Where you have a choice, write the correct word in your exercise book.

- 1 Everyone was (1 *appalling* / *shocked*) when they heard the news of the (2 *terrible* / *appalled*) accident.
- 2 The thief made a (3 *vicious* / *catastrophic*) attack on my uncle, causing him (4 *distressed* / *appalling*) injuries.
- 3 Are there ways of preventing natural (5 *disasters* / *victims*) like (6 *crimes* / *earthquakes*) and (7 *floods* / *assaults*)?
- 4 It is important to get accident (8 *victims* / *disasters*) to hospital quickly.

B Communication 1: Expressing purpose

Write complete sentences by combining each clause in the left column with an appropriate purpose from the right column. Use **to** or **so that** to introduce each purpose.

- | | |
|---------------------------------|--------------------------------|
| Bring me some water | keep warm. |
| I made a fire | he could study in America. |
| I put on the light | watch the match on television. |
| Put some more wood on the fire | no one would hear me. |
| My sister is going to France | read a book. |
| I am staying up late tonight | it doesn't go out. |
| Youssouf learnt English | I can put the fire out. |
| I entered the room very quietly | train as an engineer. |

C Vocabulary 2: Directions

Refer to the map on page 62. Write out these sentences, adding one of the following words in each gap.

at before from from on on on opposite opposite past to to to to

- 1 Bono College is 2.5 km (—) Aiki.
- 2 If you enter Bono College, you will see the church on your left and, (—) it, the mosque is (—) your right.
- 3 To get (—) the art room, enter the college and turn right. Just (—) you come (—) the playing fields, the art room is (—) your left, (—) the theatre.
- 4 To get (—) the science labs, go (—) the mosque (—) your right. Take the next turning right and the science labs are (—) the end of the road.
- 5 I want to go (—) Zina. How far is Zina (—) Bono College?

D Communication 2: Pronouns with expressions of quantity

Write out this paragraph, putting one of these words in each gap.

all both both both many one one them them them they us we

There were many people selling things at the roadside. Nearly (—) of (—) were selling fruit. Two of (—) were selling pineapples and (—) of (—) were selling oranges. I picked up two pineapples. They were (—) big and looked juicy. So I bought them (—). Since I was very thirsty, I ate (—) of them at once and I put the other in a bag. I had a friend with me and she bought some fruit, too. We had a rest because (—) both needed one. As we said goodbye to the fruitsellers, (—) of them shouted 'thief'! The others joined in the cry and (—) all jumped up at once and raced after the thief. We (—) joined in to help. They thanked (—) both by giving us extra fruit.

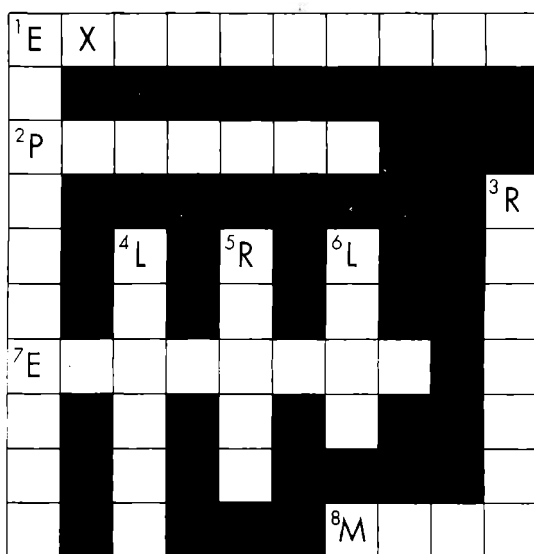
E Crossword puzzle

ACROSS

- 1 I am going to carry out an — to see if this cloth burns easily or not.
- 2 We have guides in the mountains to — tourists getting lost.
- 7 World Cup football matches are always —.
- 8 When I am away from home, I — my family.

DOWN

- 1 Our pilot has flown for ten years, so he has a lot of —.
- 3 There are — of a train accident in the news this morning.
- 4 Because the referee was a coward, he — the courage to send off a player.
- 5 Mohammed Ali is — as one of the best boxers of all time.
- 6 The police tried to establish the — between the two crimes.



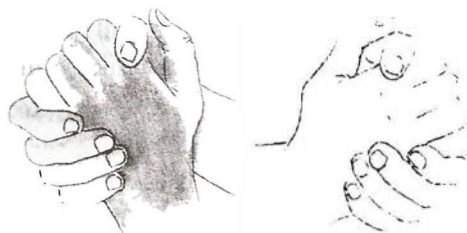
SCIENCE: INHERITED LINKS

1 Reading: The way we are

BRAINSTORMING

- ☆ What do you know about genes? What do they do?
- ☆ How many genes do you have?
- ☆ How is knowledge about genes useful to us?

As you read the three parts of the text, find out if they confirm what you thought about genes. Answer the questions after each part.



- A** Stick your tongue out. Now, can you roll it into a tube? Some people can, others can't. Clasp your hands together. Which thumb is on top? Some people find it natural to have the left thumb on top, and others the right thumb. These are just two of the very many ways in which we are affected by our genes. Genes are the instructions in our bodies which make us the way we are. So if you and I are both light-skinned, we probably share a gene or a group of genes which make us light-skinned. A person whose skin is darker probably has a different gene or group of genes. Each person has about 50,000 genes and all of these can be found in each cell of the body.

- 1 Why does the writer ask if you can roll your tongue into a tube?
- 2 Which sentence defines genes?
- 3 The writer gives three examples of what genes do. List them.

Activity **Who do you share a particular gene or group of genes with? Stand in groups with students who are like you in height, or hand-clasping, or tongue-rolling, or left- or right-handedness. Find out answers to these questions.**

- Do some of these characteristics go together?
 - Do tongue-rollers come mainly from one part of the country?
- What else can you find out?

- B** Our genes are made up of biochemical substances, sometimes called 'letters' for convenience, and there are something like 3,000,000,000 of these in each cell. Several hundred or several thousand of these biological substances, or 'letters' combine to make one gene. The remarkable fact is that, apart from identical twins, no two people have exactly the same genes. Each one of us is unique. And because genes are changing all the time, you can also be certain that no one before you has had the same genes as you and that no one in future will have the same ones.

- 4 What do our genes consist of?
- 5 What can you say about the genes of identical twins?
- 6 How can you be sure that none of your children or grandchildren will have the same genes as you?

C We inherit our genes from our parents: some come from our father, some from our mother. Because of this fact, and because of advances in modern genetics (the science of the study of genes), it is now possible to find out, for example, if a particular child is the child of a particular parent. It is only necessary to examine carefully cells from both their bodies. If their genes match sufficiently, then the child is the son or daughter of the parent. This process of studying genes can tell us about earlier generations, too. As a result, it is possible to find out about the history of people, especially their migrations. When people move, they take their genes with them.

Here is an interesting example. About 15 million West Africans were taken as slaves to America. If an American is descended from one or several of these Africans, it is possible to study this person's genes and, by matching, to work out which part of Africa his or her ancestors came from.

- 7 How is it possible to find out if one person is the child of another?
- 8 Genes can help police discover who committed a crime. Can you imagine how genes help them do this? This may help you: the method is called 'genetic fingerprinting'.

Discussion Discuss these questions in small groups.

- You are unique. But are you like your parents, grandparents in some ways? Have people said you are?
- If so, why are you like them?

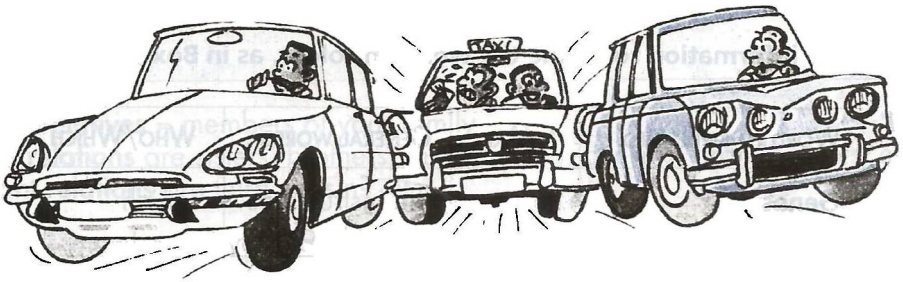
2 Vocabulary 1: Words meaning 'small'

a Learn how these words are used.

	SMALL	VERY SMALL
size in general	a little house a small/little boy a small/little dog a small amount of pepper	a tiny ant a tiny/very small baby a minute amount of pepper a microscopic creature
opposite of fat , thick or wide	PERSON thin slim (good)	PLACE/THING a narrow road/gate a fine thread/hair a fine/thin line
opposite of tall , long or high	a short person a small man	a short time a short distance a low building a small tree
not important	a junior official a minor poet	a minor/small problem a minor/little/unimportant difficulty
		a slight delay a trivial incident an insignificant mistake

- Compare **minute** /maɪ'nju:t/ = very small (the second syllable is stressed and pronounced like **newt**) with minute /'mɪnɪt/ = 60 seconds (the first syllable is stressed).

b Where you have a choice of adjectives, write the correct one in your exercise book.



- PASSENGER How far is it to the town hall?
 TAXI DRIVER It's only a (1 *low/short / microscopic / trivial*) journey, sir.
 PASSENGER What was that loud scraping sound?
 TAXI DRIVER That (2 *thin / slim / narrow / little*) noise? Oh, we hit the ground. You see, the taxi almost touches the ground. It's very (3 *low / tiny / insignificant / short*).
 PASSENGER We're not going between those cars, are we? The space is too (4 *short / thin / minor / narrow*)!
 TAXI DRIVER No problem!
 PASSENGER We hit that car! You've damaged the taxi!
 TAXI DRIVER It's only (5 *short / slight / dwarf / low*) damage, I expect.
 PASSENGER Mind that lorry! We're going to hit it!
 TAXI DRIVER Don't worry. It'll only be a (6 *minor / skinny / microscopic / narrow*) accident.
 PASSENGER Stop! Stop! Let me out!

3 Speech: Contrastive stress

a Notice that when you want to contrast certain words, you stress them.

Ex: My brother isn't eight years old; he's ten.
 Is this your book or mine?
 My red shirt is newer than my blue one.

b Decide which two words in each sentence are contrasted. Then say these sentences with the correct stress.

- 1 Would you like tea or coffee?
- 2 I didn't come by train; I came by bus.
- 3 My father's a farmer; my mother's a nurse.
- 4 My father's a doctor; Jean's father's a teacher.
- 5 Shall we sit inside or outside?
- 6 Some genes come from one's father; others from one's mother.

4 Communication 1: Defining

Writing a) Use the information to define the words in colour, as in Box 1.

1

WORD TO BE DEFINED	IS/ARE	GENERAL WORDS	WHO/WHICH	DETAILS
Genes	are	the instructions in our bodies	which	make us the way we are.
A palaeontologist	is	a scientist	who	studies fossils.

- 1 A geneticist — a scientist — studies genes.
- 2 Tea — a drink — is made from the leaves of the tea plant.
- 3 Identical twins — twins — have exactly the same genes.
- 4 A dictionary — a reference book — gives the meanings of words.
- 5 A photographer — a person — takes photographs.

b) Rewrite your definitions, as in Box 2.

2

GENERAL WORDS	WHO/WHICH	DETAILS	IS/ARE (CALLED/ KNOWN AS)	WORD BEING DEFINED
The instructions in our bodies	which	make us the way we are	are (called/ known as)	genes.

c) Rewrite your definitions again, as in Box 3. Notice the comma.

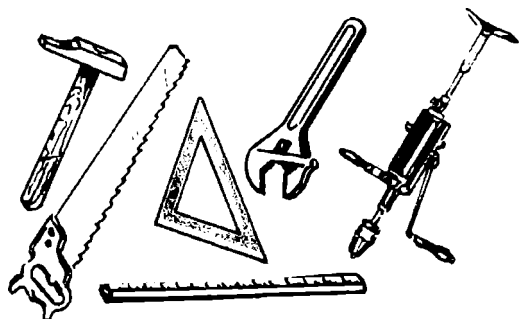
3

	WORD BEING DEFINED		DETAILS
My uncle is a	palaeontologist.	That is,	he studies fossils.

Speaking
and
writing

a) In pairs, define each tool and write down your definitions.

Ex: A hammer is a tool which is used for putting in nails.



TOOLS
a hammer
a saw
a drill
a spanner
a ruler
a set square

USES
measuring
making right angles
putting in nails
cutting, especially wood
making round holes
putting on and removing nuts

b) As a class, make a list of kitchen utensils and electric appliances, and define them in the same way.

5 Vocabulary 2: Relations

a Do you know these terms?

relations/relatives = members of your family

Close relations are sisters, brothers, aunts, uncles, cousins, grandparents, etc.

Distant relations are third cousins, etc.

ancestors = members of your family who lived before you and are now dead

descendants = children, grandchildren, great-grandchildren, etc.

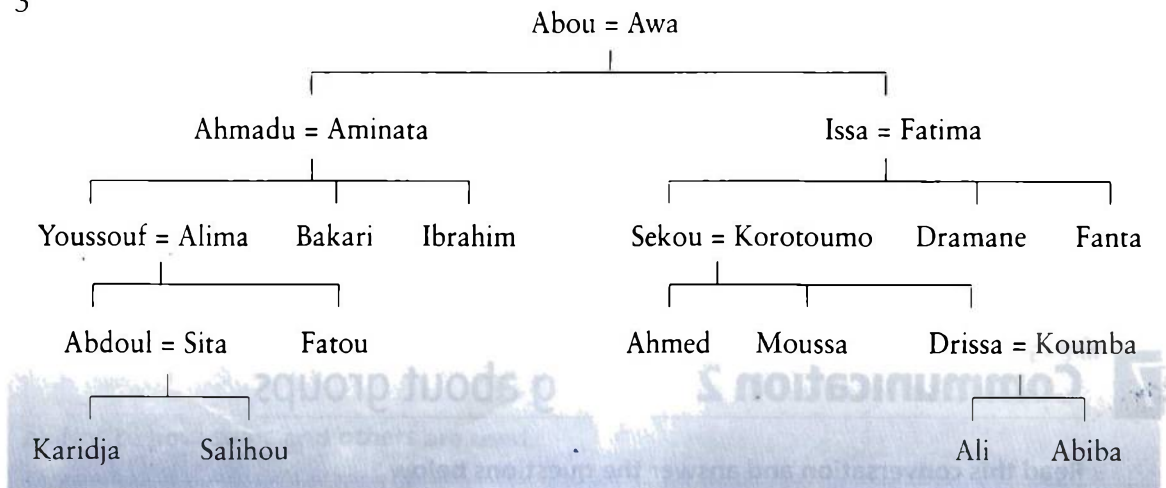
a family tree = a diagram which shows the relationship between members of a family

given names = the names used

The equals sign (=) in a family tree means that two people are married.

Abou and Awa are married, and Aminata and Issa are their children. Youssouf, Bakari, Ibrahim, Ibrahim, Sekou, Dramane and Fanta are the grandchildren of Abou and Awa.

3



b Look at the family tree to answer these questions.

- 1 Who are the great grandchildren of Abou and Awa?
- 2 Who are the great, great grandchildren of Abou and Awa?
- 3 Are Karidja and Ali close or distant relations?
- 4 Name an ancestor of Abiba.
- 5 Each level in the family tree represents one generation. So how many generations are shown in this family tree?
- 6 Say how some of the members of this family are related, using these words: uncle, aunt, nephew, niece and cousin.

6 Punctuation: Words that explain

	PERSON, THING, IDEA	OTHER WORDS FOR PERSON, THING, IDEA	
1	Odysseus,	the Greek leader,	was travelling home.
2	I'm going to watch 'Saved by the Bell',	a TV drama serial,	this evening.
3	I'm reading 'Things Fall Apart',	a novel by Achebe.	

Notice that there is a comma after the first mention of the person, thing or idea (e.g. Odysseus). There is also a comma after the other words for the person, thing or idea unless they come at the end of the sentence (as in 3).

Writing Write out this conversation, adding commas where necessary.

KOUMBA What's on television today?

ALI Lenny Henry the famous comedian is giving a one-hour show at 8.00 p.m. Or do you want sport? The Red Devils the Congo football team are playing a friendly match against the Green Eagles the Nigerian team at 5.00 p.m.

KOUMBA No, I don't want sport. What else is there?

ALI Let me see. There's 'Play for Today' a modern drama programme at 7.00 p.m. There's also 'Dama' a traditional Malian celebration at 9.00 p.m.

KOUMBA What about something lighter?

ALI On Channel 1 there's 'Cinémania' a film review programme at 8.15 p.m. and 'African Hit Parade' a programme of popular music at 9.50 p.m.

KOUMBA I'm not in the mood. I'll just read my book.

ALI What are you reading?

KOUMBA 'A Grain of Wheat' by Ngugi wa Thiong'o the great Kenyan novelist.

7 Communication 2: Talking about groups

Read this conversation and answer the questions below.

ALEX Why do you collect stamps?

CLAUDIE They interest me. Some people collect stamps. Some people collect postcards. Other people collect other things.

ALEX I see you have six albums.

CLAUDIE Yes. Two are for African stamps. The others are for non-African stamps.

ALEX And one African album is for stamps of this country and the other for those of other African countries?

CLAUDIE Yes.

- 1 How many albums are for stamps from non-African countries?
- 2 How many albums are for stamps from other African countries?
- 3 Which do you use before nouns (e.g. people, things, African countries): other or others?
- 4 Does the others mean a few others, some other ones or all the rest?

Speaking With a partner, make a conversation like the one you have just read, about someone who collects postcards and keeps them in envelopes, grouped according to country or theme.

Discussion Discuss this picture, using *some*, *other(s)*, *the other(s)*.

- Talk about:
- what people are doing
 - what people are wearing
 - what people look like



Writing a) Notice how *some* and *others* are used.

FIRST GROUP	SECOND GROUP
Some people enjoy dancing.	(speaking generally) Others Other people } don't.
Some of the boys walked.	(meaning all the rest) The others The other boys } came by bus.

If there are three or more groups, use *some* for all except the last group.

Ex: Some volcanoes are active, some are extinct and others are dormant.

b) Study the table. Then write out the paragraph, choosing the correct words.

WILD ANIMALS IN NYANGA GAME PARK				
	original number	killed by poachers	rescued	not rescued
giraffes	50	a few	10	not known
hippopotamuses	15	2	5	8
elephants	70	15	15	40
antelopes	many hundreds	at least 10	50	hundreds
rhinoceroses	3	1	1	1
buffaloes	at least 500	less than 10	100	not known

During the last year the animals in Nyanga Park have suffered badly because of both the poachers and the drought. We have rescued *(some/the others)* of the animals, driving them into enclosures where they will receive food and water until the rains return. Some animals have been killed by poachers, *(the others/other/some)* have died because of the drought and *(others/other)* are still trying to survive in the park. We know that there were 50 giraffes. *(Some/Others)* were killed by poachers, *(the other/the others/some)* were rescued and *(the others/other)* are still in the park. There were three rhinoceroses. One was killed by a poacher; one was rescued; *(the other/some/other)* was not.

c) Write more sentences of your own about the hippopotamuses, elephants, antelopes and buffaloes. Use the information in the table.

8

Composition: A project on the origins of your family

a) Gather as much information as you can about your family, about its history and your ancestors, to prepare for writing an interesting account.

Ask your parents and grandparents the following questions and make notes of interesting things they tell you.

QUESTIONNAIRE

- 1 What area did our family originally come from? How long ago did they move from there? Are there any stories about their movements? Why did they move?
- 2 Are there any legends that connect our family with animals or totems?
- 3 Did our ancestors have any special powers, e.g. an ability to heal and cure or to foretell the future?
- 4 Did they have any special responsibilities in the community? Some families, for example, have priestly duties or organise the enthroning of kings.
- 5 Did our ancestors have special skills such as metal working or playing musical instruments? Are there any occupations which have been traditional in our family?
- 6 Were any of our ancestors famous because of what they did?
- 7 What language does our family speak now? Is this different from what they used to speak or from the language of our neighbours?
- 8 Does our family do things differently from our neighbours? Consider things like the food we eat, the way we prepare it, naming ceremonies, etc.
- 9 Does our family have any special taboos? For example, are pregnant women forbidden to do certain things?
- 10 What do you know of the past and present religious beliefs of our family?

b When you have enough information, organise it:

- Decide which pieces of information are **on the** same topic and can go together in the same paragraph.
- List these topics and arrange them in a natural order.

c Write your account.

Consolidation Exercises

A Vocabulary 1: Words meaning 'small'

Choose the right adjectives and write them down.

SHOP ASSISTANT I have a (1 *fine / slight / junior / narrow*) problem. I have a customer who wants a bigger jacket than this one. He's quite well-built. This jacket is all right for a (2 *dwarf / minor / low / slim*) person, but too (3 *small / skinny / slim / trivial*) for this man. In particular, it's too (4 *low / narrow / insignificant / short*) across the shoulders. And we haven't got a bigger size.

MANAGER That's not even a (5 *minor / fine / short / thin*) problem. Take the jacket to the back of the shop, stretch it and bring it back to him, saying it's a bigger size.

SHOP ASSISTANT But it still won't be long enough. It's definitely too (6 *thin / tiny / trivial / short*).

MANAGER Tell him it's the fashion!

B Communication 1: Definitions

Write eight definitions, choosing one expression from each column in the table for each definition.

WORD(S) TO DEFINE	GENERAL WORD(S)	DETAILS
identical twins	a historian	studies genes
twins	the remains of living things	used to do a job
a geneticist	objects	came from one egg which divided
fossils	people	have turned into stone
an archaeologist	a scientist	travel regularly between home and work
tools	people or animals	studies things made by people long ago
migrants	twins	born at the same birth
commuters	two people	move from one place to another

C Vocabulary 2: Relations

Write out these sentences, putting one of the words in each gap.

close descendants ancestors generation generations

grandchildren grandfather parents tree related

- 1 My father's father is my (——). His name is Abdoul. I am one of his fifteen (——). He knows the names of some of our (——) who lived during the last century. I want to work out how they were (——) and draw a family (——).
- 2 (——) sometimes do not understand their children because they are from a different (——).
- 3 Do we have an obligation to help distant relations or only (——) ones?
- 4 Many Zulus claim they are (——) of Shaka, the great Zulu leader who lived many (——) ago.

D Communication 2: Talking about groups

Choose the correct expressions, and write them down.

EPOSI Do you remember that radio broadcast about people from Mars landing on earth?

YAYA There were two broadcasts. Do you mean the one last December or (1 *the other / other / some*) one?

EPOSI I mean the April 1st broadcast. Many people believed it. In fact, (2 *other / the other / some*) people contacted the police. (3 *Some / Other / The other / The others*) ran into the forest to hide and (4 *other / the other / others*) got ready to defend themselves.

YAYA Yes. Both my brothers believed it. One of them got his camera ready, (5 *other / the other / others*) his tape recorder.

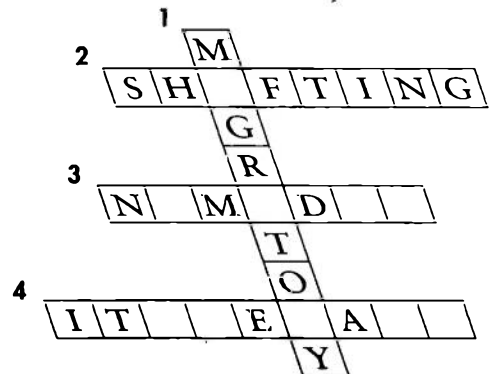
EPOSI A few years ago some people thought the world was about to end. So (6 *the others / others / some*) people sold their property, (7 *other / the others / some*) decided to climb mountains and (8 *other / others / the other*) went out to sea in boats. I don't know why. When the world didn't end, (9 *some / other / the others*) people were angry because they had been deceived, but (10 *other / others / the others*) were too ashamed to complain.

E Puzzle

Read the clues and complete the gaps in the puzzle and the sentences.

CLUES

- 1 Birds which fly between Africa and Europe are ——.
- 2 Farmers who plant crops on different land each year practise —— cultivation.
- 3 Herdsmen who take their herds from place to place are ——.
- 4 An —— trader takes his goods from street to street.

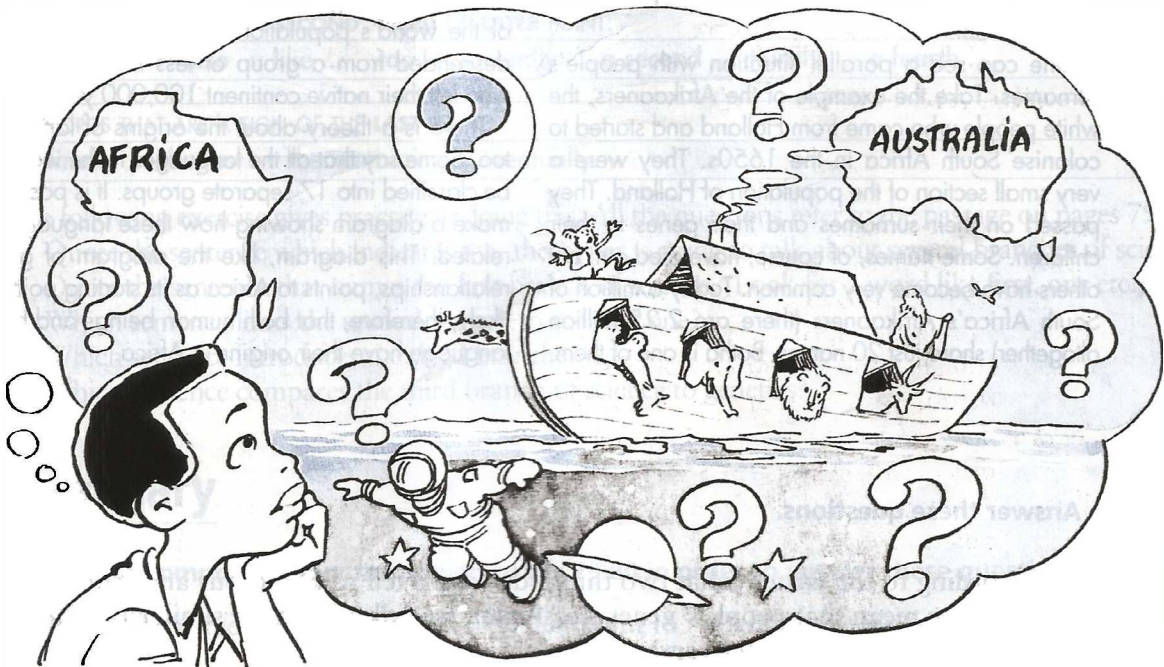


SCIENCE

1 Reading: Where did we come from?

BRAINSTORMING

- ☆ Guess where the human race started.
- ☆ Did we come from Africa, Noah's Ark, Australia, Arabia, space, the sun, ...?



- a** Read the text to find out where the human race started according to the writer. Was your prediction correct?

In which part of the world did the human race begin? The science of genetics supports those who believe that the human race started in Africa and that all people on earth are descended from people who migrated out of Africa at some time in the past.

In fact, at least three branches of science point to an African origin for the human race. One of these branches is palaeontology, the study of fossils. Fossils show that our ancestors appeared in Africa about 100,000 years ago. They also show that humans lived in Africa before they were living anywhere else.

Like Palaeontology, genetics also suggests an African origin for the human race. The argument is concerned with the question of whether a person's genes are similar to those of his neighbours or whether they are rather different. It is a fact that there is a lot more variation between the genes of people living inside Africa than between people living outside Africa. That is, on average you will find that the genes of a person from Alaska and those of a person from South America are more alike than the genes of two Africans. We will now see how this fact tells us that the human race started in Africa.

Consider what happens when a group of people, a small section of a large community, leaves that community and migrates to another country. When they move, they take their genes with them. These genes are just a small selection from the total range of genes in the original community, just as their 'owners' are a small selection of the community. They will pass on their genes to their children and grandchildren, and there will be a lot of similarity between these descendants (because they take their genes from a limited supply as we have noted). At the same time, there will be more variation in the genes of the descendants of the community they originally came from. So if Africa has the greatest genetic variation, Africa is the place people moved away from: so it is the place we have all come from.

One can see a parallel situation with people's surnames. Take the example of the Afrikaaners, the white people who came from Holland and started to colonise South Africa in the 1650s. They were a very small section of the population of Holland. They passed on their surnames and their genes to their children. Some names, of course, have died out, but others have become very common. Today a million of South Africa's Afrikaaners (there are 2.25 million altogether) share just 20 names. Botha is one of them.

And something similar has happened with the genes. One woman, Geerit van Jansz, must have brought one copy of the gene which causes an illness called porphyria. This is a painful disease which causes abnormal skin colour and sensitivity to light. The porphyria gene is rare in Europe. But about 30,000 of Geerit van Jansz's South African descendants have it.

When genes are examined, it is possible to see sets of the hundreds of 'letters' that make them up. Research shows that outside Africa there is far less difference between these 'genetic surnames' than *inside* Africa. People *outside* Africa are like the Afrikaaners who migrated, except that they migrated away from Africa. Modern genetics now suggests that the whole of the world's population outside Africa may have descended from a group of less than 100 people who left their native continent 100,000 years ago.

There is a theory about the origins of languages, too. Some say that all the languages in the world can be classified into 17 separate groups. It is possible to make a diagram showing how these languages are related. This diagram, like the diagram of genetic relationships, points to Africa as its starting point. It is likely, therefore, that both human beings and human language have their origins in Africa.

b Answer these questions.

- 1 According to the writer, what two things do fossils tell us about our ancestors?
- 2 When we mean that people's genes are similar, we talk of genetic similarity. What phrase means that people's genes vary?
- 3 According to the text, which of the following pairs of people are likely to have greater genetic similarity:
 - a) someone from Paris and someone from Sydney (Australia)?
 - b) someone from Nairobi and someone from Dakar?
 Give a reason for your answer.
- 4 In what ways are genes like surnames?
- 5 According to the text, which community has greater genetic variation, the present population of Holland or the Afrikaaners in South Africa?
- 6 What does the story of Geerit van Jansz tell us about the migration of a small community?
- 7 In what way are people outside Africa like the Afrikaaners and in what way are they different? Read paragraph 6.
- 8 The third branch of science that points to an African origin for the human race is not named. But what is it concerned with?
- 9 Do surnames of people in your area give an indication of where they have come from?

NOTE: A number of words, like *genetics*, are singular nouns, although they end in *s*. Here are some more: athletics, economics, electronics, linguistics, mathematics, physics, statistics. So we would say, 'Mathematics is an important subject.'

2 Reading skill: Following the signs

Writers very often mention a number of points of a similar kind, e.g. three reasons, four ways of doing something, five advantages, and so on. When they do this, they very often:

- tell you, at an early point, that they are going to mention three reasons, four ways, etc., and
- indicate the point when they introduce each reason, way, advantage, etc.

It will greatly help you, as a reader, to follow a writer's train of thought, to understand a passage and to summarise it – in other words, to *read* it – if you look out for these indications as you read. In particular, notice words like the ones below which act as signals for you.

WORDS THAT INTRODUCE THE **FIRST** POINT:

firstly the first one to begin/start with ...

WORDS THAT SIGNAL A **SECOND, THIRD** OR **LATER** POINT:

another also like ... too secondly a second thirdly a fourth ...

WORDS THAT ARE A SIGN OF THE **LAST** POINT:

finally the last the remaining eventually...

The following exercise gives practice in doing this. All the questions refer to the passage on pages 79-80.

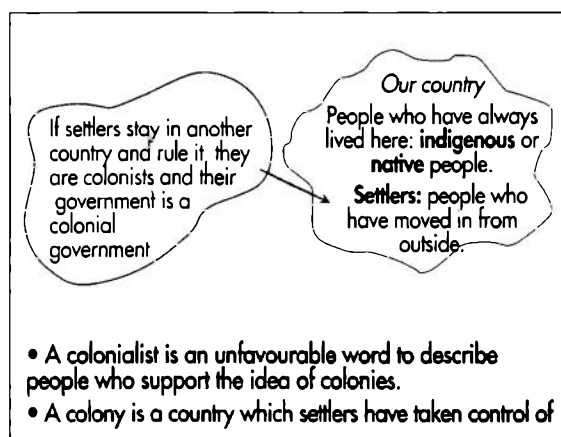
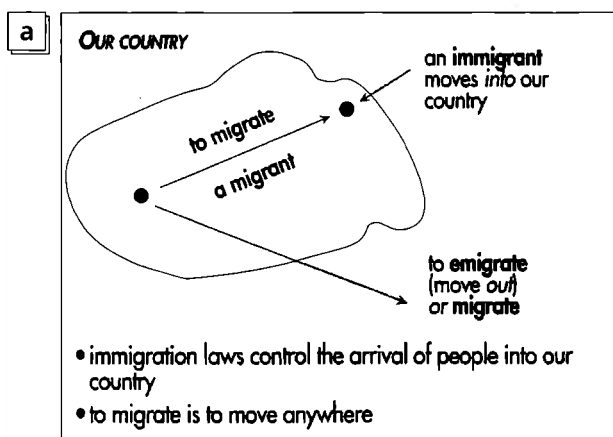
- 1 Quote the sentence which indicates that the writer is going to talk about several branches of science.
- 2 Quote the sentence that names the first branch of science. (Look for a word like **first**, **one** etc.)
- 3 Which sentence links the second branch to the first one?
- 4 Which sentence introduces the third branch?
- 5 Which sentence compares the third branch of science to genetics?

3 Summary

Reread the comprehension passage on pages 79-80 in order to answer these questions:

- 1 Name the three branches of science which point to an African origin for the human race.
- 2 Briefly say how each indicates this origin.

4 Vocabulary 1: Migration



- b** Choose the right word for each gap and write it in your exercise book. Some of these words were introduced in Unit 7.

immigration colonies close ancestors member colonial emigrating
relation descendants

- 1 Drissa is a (——) of my family. He is a distant (——) of mine, not a (——) relation.
- 2 Most countries have strict (——) laws, but do not prevent people from (——) to other countries.
- 3 Most people know something about those who lived before them and have great respect for their (——). They hope they will have many children, grandchildren and other (——)
- 4 Before their independence, most African countries were (——). Their (——) governments were often harsh.

5 Speech: Pronunciation /tʃ/ and /tʃ/

The difference between these sounds is that /tʃ/ is pronounced with a 't' sound before it. So the words watch and which end with the same consonant sound.

- Speaking in pairs**
- a) Test each other. One person says one of the words from the lists below while the other listens carefully and then says which column the word is in (A1, A2, B1, B2). The A words end with /tʃ/ or /tʃ/: the B words start with /tʃ/ or /tʃ/. You may find it easier to work with the A words first.

A	1	2
	which	wish
	watch	wash
	catch	cash

B	1	2
	choose	shoes
	cheap	sheep
	chair	share

- b) Copy and complete each word in the sentences below with ch, tch or sh. Then practise saying these sentences to each other.

- 1 A Whi— —oes did you —oose for the —ild?
B I —ose the —eap ones whi— —e —owed me.

- 2 A I wi— I had some ca—. I want to buy a wa—.
B —ow me whi— wa— you wi— to buy. Perhaps we can —are the cost of it.

Writing Competition

How many words with the sound /tʃ/ or /tʃ/ can you think of or find somewhere in this unit? You have five minutes to make two lists of these words. The person with the most words wins.

6 Communication 1: Using nouns to describe

a Study this conversation. What do you notice about the words in colour?

AHMED Do you think that young man's a car thief?
 SITA Maybe. He's trying to open that car door, but he's not using a car key.
 AHMED Shall we try to stop him? I could use this orange juice bottle as a weapon.
 SITA No! Call the hotel manager. This is a hotel car park.

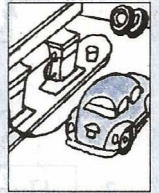
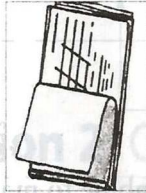
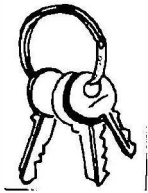
b Now copy and complete this box.

- 1 *A person who steals cars is a ———.*
- 2 *A person who runs a hotel is a ———.*
- 3 *A place where you can leave a car is a ———.*
- 4 *A bottle with water in it is a ———.*

Speaking
in
pairs

Use two words from the list below to name each object. The first word must describe the second.

sign car station banana key bicycle book road bottle bus
 mango door cheque skin petrol wheel driver beer tree ring



Writing

Write out the paragraph below. Use one of the nouns below as an adjective for each gap.

cell cell car clothing police police police police security shoe
 radio Windhoek town

Mick Slatter went on patrol in a (—) car in Windhoek, the capital of Namibia, to see what (—) work was really like on the streets. He set out with a few officers driving along the (—) streets. They had hardly lost sight of the (—) station when the (—) controller told them of a case of shop-lifting. They sped off to the scene of the crime. It was a (—) store in the (—) centre. They heard on the (—) radio that the criminal was being held by the store's own (—) guards. When they reached the shop, they found a quiet young man holding a pair of cheap plastic shoes, not the violent criminal they expected. They brought this (—) thief back to the (—) station. There the officers had to carry out a (—) inspection because the number of prisoners in the cells was not the same as the number in the (—) register.

NOTE these vocabulary points:
shop-lifting: stealing goods from a shop
cell: a small room where a prisoner is locked up
store: a shop
security guard: a person who protects property or people

Speaking
in
pairs

a) Talk about the furniture and other objects in the room you are in now. Try to use nouns as adjectives.

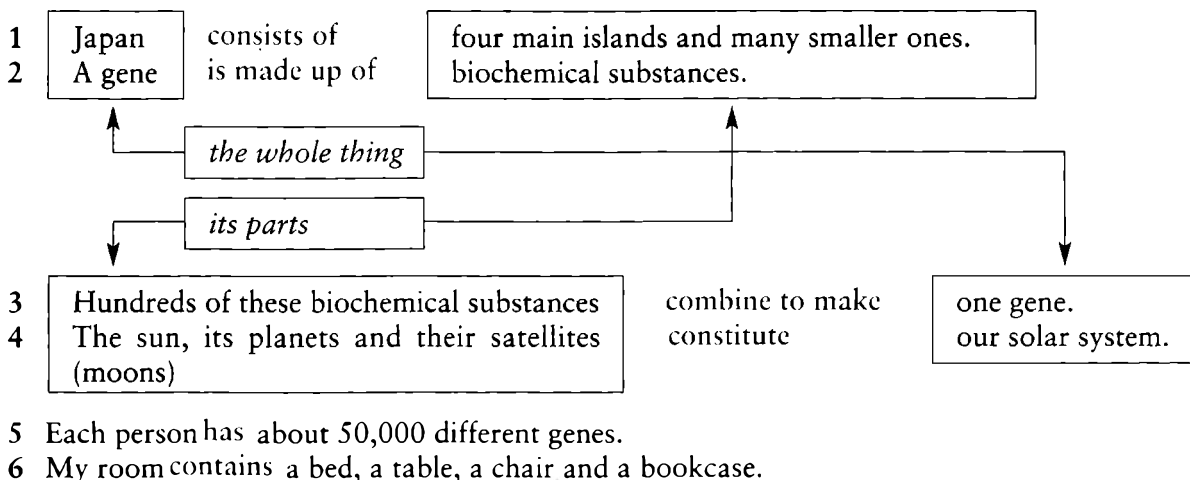
Ex: chair leg, classroom door, door handle, wall chart, light switch, window frame

b) Talk about the work of people you know.

Ex: science teacher, shop assistant, lorry driver, market stall holder, cloth seller, company director, shoe maker

7 Vocabulary 2: Words for describing

Notice the words in colour.



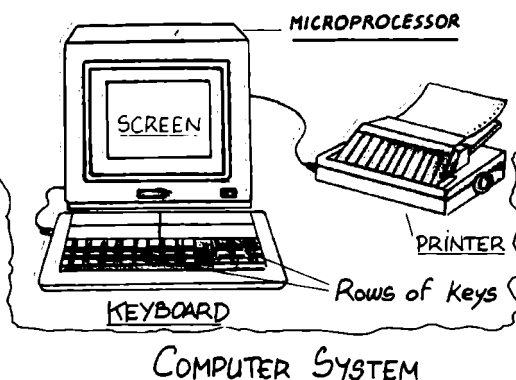
Writing

Choose the right word for each gap and write it in your exercise book.

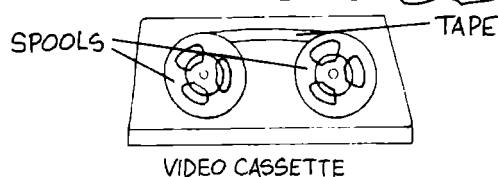
consists contain contains dots has keyboard made made neutrons
 of of printer screen spools tape up

A This computer system (1 —) of a microprocessor, a (2 —), a (3 —), and a (4 —). The keyboard (5 —) several rows of keys.

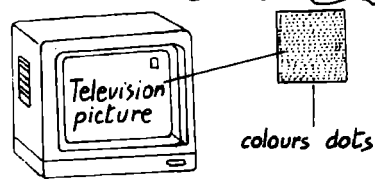
B My class consists (6 —) 30 girls and 40 boys.



- C A video cassette (7 —) a (8 —) and two (9 —).

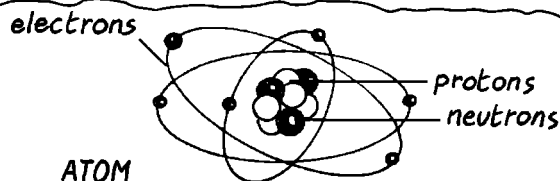


- D A television picture is (10 —) up (11 —) millions of colour (12 —).



- E Computers (13 —) silicon chips.

- F Everything is (14 —) up of tiny atoms. The centre of an atom is made (15 —) of protons and (16 —).



Speaking

- Say what your classroom **contains**.
- State the main buildings that **constitute** your school.
- Say what members your close family **consists of**.
- State the number of students your school **has**.
- Think of a committee or organisation in your school, town or area and say what members it is **made up of**.

8 Communication 2: Comparing things

- a Study the table of basic forms and patterns.

LENGTH OF ADJECTIVE	COMPARATIVE
One or two syllables	<p>1 The novel is smaller than the dictionary.</p> <p>2 The dictionary is bigger than the novel.</p> <p>3 The dictionary is heavier than the novel.</p>
Some two-syllable, all longer adjectives	<p>4 Is the dictionary more useful than the novel?</p> <p>5 The novel is less expensive than the dictionary.</p>
LENGTH OF ADJECTIVE	SUPERLATIVE
One or two syllables	6 The dictionary is the thickest/biggest/heaviest of the three books.
Some two-syllable, all longer adjectives	7 The dictionary is the most expensive of the three books.

Note: The novel is not as big/expensive as the dictionary.

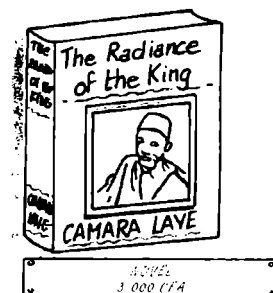
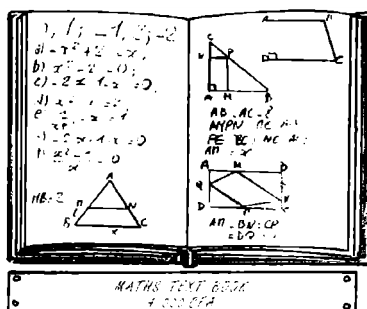
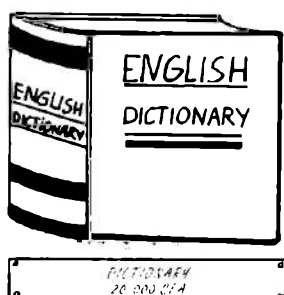
b Copy and complete these sentences by writing one word for each gap in your exercise book. Choose from these:

more double most change

- 1 If the adjective ends with one vowel and one consonant (e.g. *wet*), (—) the consonant: wetter, wettest.
- 2 If the adjective ends with *y* (e.g. *easy*), (—) the *y* to *i*: easier, easiest.
- 3 Some two-syllable and all longer adjectives have (—) or *less* before them for the comparative and (—) or *least* for the superlative.

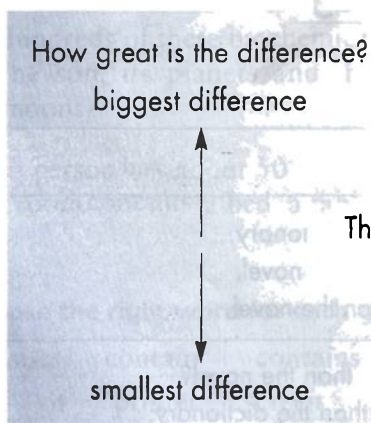
Speaking Make up, and say, sentences comparing the three books. Use appropriate forms of these adjectives.

heavy light big small thick thin cheap useful expensive



**Speaking
and
writing**

a) Study the tables below.



The 'Lion' is

infinitely
far
much
a great deal
a lot
considerably
somewhat
a little
a bit
slightly

{ faster
smarter
less economical

(than ...)

SIMILAR, THE SAME, DIFFERENT







The 'Horse' is (exactly) the same length as the 'Donkey'.

The 'Leopard' is almost / nearly the same price as the 'Lion'.

The 'Lion' and the 'Leopard' are similar in many ways.

The 'Donkey' is very different from the 'Horse'.

b) In pairs, discuss the cars in the table. Use the conversation below it as an example.

Appearance (stylish, smart, snazzy)	LION 	LEOPARD 	ELEPHANT 	HORSE 	DONKEY 	GOAT 
Cost (expensive, cheap)	\$102,000	\$100,000	\$32,000	\$30,000	\$10,500	\$10,000
No. of seats (more /fewer seats)	5	2	7	5	5	4
Maximum speed (fast/slow)	220 km/h	250 km/h	180 km/h	180 km/h	160 km/h	110 km/h
Engine capacity (powerful)	3.5 litres	4 litres	3 litres	2 litres	1.6 litres	1.3 litres
Length (long/short)	470 cm	460 cm	500 cm	420 cm	420 cm	350 cm
Width (wide)	177 cm	177 cm	176 cm	160 cm	158 cm	150 cm
No. of km to litre (economical)	4	5	10	16	20	25

Ex: HUSBAND Isn't the 'Elephant' a fine big car?
WIFE Yes, and it's only a bit more expensive than the 'Horse'.
HUSBAND We can't afford it, of course. The 'Donkey' is far cheaper. I think we should get that.
WIFE If you want the cheapest car, get the 'Goat'.
HUSBAND No. The 'Horse' is only slightly more expensive, but it's considerably more powerful.

Write five sentences comparing the speeds of the cars.

9 Listening

- 1 Read the paragraph below. Get ready to listen for information to enable you to complete the gaps.
- 2 Listen carefully to the discussion about genetics.
- 3 Write a suitable word for each gap in your exercise book.

I want to tell you about (1 —) therapy. It is like a transplant. If a (2 —) of your body, such as a kidney or your heart, is not working properly, surgeons can replace it with a (3 —) part. That is called a transplant. With gene therapy, it is a gene that is (4 —). For example, a child whose body could not (5 —) disease was cured by gene therapy recently. Its body did not (6 —) a gene that enables people to fight (7 —). Scientists made copies of a good gene and then put them into the child's (8 —). It sounds easy to do, but in fact it is very (9 —). (10 —) have to do a lot of work in laboratories first. And then it's another difficult job to (11 —) the gene into the sick person's body.

10 Composition: Letter to a pen-friend

a Study this paragraph, which explains an idea. Write one of these expressions for each gap in the analysis:

definition when the name of the idea detailed description

PARAGRAPH

I hope you will come and visit me during one of the eid festivals. They are really spectacular. They are celebrated by Muslims in the large towns of Hausaland. The most exciting part is ¹ the *jahi*. ² This is a traditional salute or greeting which horsemen offer to the Emir. ³ After prayers, ⁴ the important people of the town, and any others who have horses, dress in their best clothes. Their horses are covered in fine ornaments, too. They go in procession to the Emir's palace. When they reach the space in front of it, the horsemen in ones or twos gallop up to where the Emir is sitting and offer the traditional *jahi* salute. They hold up the right hand, with the palm closed in a greeting. The left hand reins in the horse very tightly so that horse and rider come to a dramatic and sudden halt in front of the Emir. I assure you it is well worth seeing.

ANALYSIS

1.

2.

3.

4.



b Write a letter to a pen-friend. In it, describe a traditional event, ceremony or occupation of your area. You may choose one of these topics:

EITHER: traditional wrestling

OR: a naming ceremony

OR: a dance or song

OR: a religious ritual.

Use the guidelines on the next page.

Guidelines How to write an informal letter

Content (describing a specific event)

Style

- * A **friendly, informal** style is appropriate. Use the sort of language you would use when chatting to a brother, sister or school friend. For example:
 - Frequent use of I and you
 - **Short (contracted) forms**, e.g. don't, you've
 - **Colloquial phrases**, e.g. 'The film was great, about 50 or so turned up for the party. Thanks, it's ages since ...'
 - **Short sentences**
 - **Exclamations**: e.g. 'I can hardly wait to start!'
 - **Questions about your friend**, e.g. 'We went to see ... (a film). It was all about ... Have you seen it?'

Active rather than passive **voice**.

Conventions

- * **Begin** Dear Issa, Dear Anne, etc.
- * **End** in one of these ways:
 - with best wishes from – kind(est) regards, – Yours ever,
 - Abdoul Abdoul Abdoul
 - (For very close friends): Love from Abdoul

Plan it first.

Include most of the following items in your letter, in the order which is most suitable for your topic. You may omit one or two of these or add some of your own.

- * Say you hope your friend will come and see or join in this event: **name** it.
- * Give a **general description** of it, using one or two adjectives (e.g. spectacular, unusual, exciting).
- * Say **when** and **where** it happens.
- * Give a **list**, e.g. of similar events, of participants ...
- * **Define** it.
- * Say **who** takes part (if you have not already done this).
- * Give a **detailed description** of it. Write a few sentences, perhaps including an **example**.

Consolidation Exercises

A Vocabulary 1: Migration

Write one of the following words in your exercise book for each gap in the paragraph:

emigrated colonies descendants settlers immigration colonial settle
ancestors immigrants

At one time there were 13 British (1 —) in what is now the USA. The (2 —) in these colonies were about 5,000 kilometres from Britain. They felt that the (3 —) authorities in Britain did not understand them and they wanted to rule themselves. There was a war of independence and eventually, in 1783, Britain accepted that the United States was an independent country. During the nineteenth century many Europeans left their countries and (4 —) to the USA. They hoped to (5 —) there and make a living in a peaceful country. Many Americans now are (6 —) of those European settlers. They are proud of their (7 —) and of their countries of origin. Nowadays it is not so easy to go and settle in America. They have strict (8 —) laws to restrict the numbers of (9 —).

B Communication 1: Using nouns to describe

Copy the text and, where you have a choice, write the correct phrase in your exercise book.

- The members of the Progressive Democratic Party are planning to elect a new leader in October. However, they have only a few weeks to prepare for an (*October party / election October / October election*) and I think the (*election date / party date / date party*) for the new (*election leader / leader party / party leader*) will be in December or January.
- JEAN We're starting a new (*station television / television station / broadcasting television*) and we'd like to know what sort of programmes you'd like to see more of.
MARC I'd like more (*station comedies / comedy programmes / programme comedies*) and fewer (*sports programmes / broadcast programmes / programme sports*).
- Would you like to swap jobs with me for a day? Do you think I'd be a good (*person bus / driver bus / bus driver*)? You'd enjoy spending a day as a (*geography teacher / lesson geography / geography lesson*) in my place. You could tell my students about the places you see on your long (*journey visits / bus visits / bus journeys*).

C Vocabulary 2: Words for describing

Write out these sentences, putting one of these words in each gap:

made of of contains constitute combine consists up has

- Our garden (—) of a lawn at the front, a lawn at the back and a vegetable garden.
- The human skeleton is made up (—) more than 200 bones.
- Many small bones, called vertebrae, (—) to form the backbone.
- India, Pakistan and Bangladesh together (—) the Indian sub-continent.
- India consists (—) the fertile Ganges plain, the Deccan plateau in the south and the Himalaya mountains in the north.
- We have two lungs and each is divided into lobes. The right lung is made (—) of three lobes, but the left lung (—) only two.
- This petrol can (—) about five litres.
- Indonesia is (—) up of many islands, some large and some small.

D Communication 2: Comparing things

Where you have a choice, write the correct word or phrase for each gap in your exercise book. This exercise is based on the table on p. 87.

- CAR BUYER Do you have any cars at around \$12,000?
- SALESMAN We have a very good 'Horse'. This one over here.
- CAR BUYER But it costs \$30,000 (*1 a bit more / far more / a little more*) than \$12,000. Can you show me something a lot (*2 cheaper / cheap as / cheaper than*) that?
- SALESMAN It's a very good car, sir. It's (*3 more / much / far*) economical (*4 as / than / with*) other cars of (*5 a similar / same / much*) price. And I'm sure we can make it (*6 bit cheap / as cheap / a little cheaper*) for you.
- CAR BUYER The problem with buying expensive cars is that they are worth (*7 much less / more or less / less far*) after only a short time.
- SALESMAN I assure you, sir, the 'Horse' keeps its value well. It will be worth (*8 same as / more than / more as*) \$25,000 in a year's time. I think it will be worth at least \$27,000. That's only slightly (*9 less than / same as / much less*) its present price.
- CAR BUYER Excellent! I have a one-year-old 'Horse' for sale. Will you give me \$27,000 for it?

MINERALS

1 Reading: Looking for oil

BRAINSTORMING

- ☆ How do companies look for oil?
- ☆ Mention the things they do before deciding to drill the first well.

a While reading part A, find out how companies sometimes looked for oil in the past.

Part A



GUIDE Look at this next picture. You can see Edwin Drake in Pennsylvania, USA. There is his drilling rig. He was the first person to drill a successful oil well. He struck oil at a depth of 21 metres in 1859.

VISITOR How did he decide where to sink his well?

GUIDE In those days people sometimes guessed. But it's very expensive to drill a well and nowadays companies do a lot of surveying and study a lot of data first.

VISITOR Where are they likely to find oil?

GUIDE We know that oil was formed in sedimentary rocks during certain periods of the earth's history, and we know the type of rock formations in which oil is found. One of these is called an anticline. This formation has the shape of an arch or dome and oil is often found under it.

VISITOR Could you tell us more about the process of looking for oil?

GUIDE Certainly. First of all, a survey team is formed. Its first task is to make a detailed map of the area it is investigating. Its members study all the geological and geographical information which is available. In addition, they may take aerial photographs. This work gives them a rough idea of the rock formations which lie under the ground.

It's quite a long process. Take this leaflet on oil exploration. It tells you all about it.

b Answer these questions.

- 1 In the old days, what method was used, occasionally, when people had to decide where to drill an oil well?
- 2 What are the benefits of using a scientific approach to drilling oil wells?
- 3 What two types of information are known now which were not known in the early days of oil exploration?
- 4 Why are anticlines of interest to oil explorers?
- 5 What word is used several times to mean the shapes or patterns formed by rocks?
- 6 Find words in the paragraph beginning 'Certainly ...' which mean *job*, *approximate*, *data*.

c In part B find out what steps are followed now to find oil.

Part B

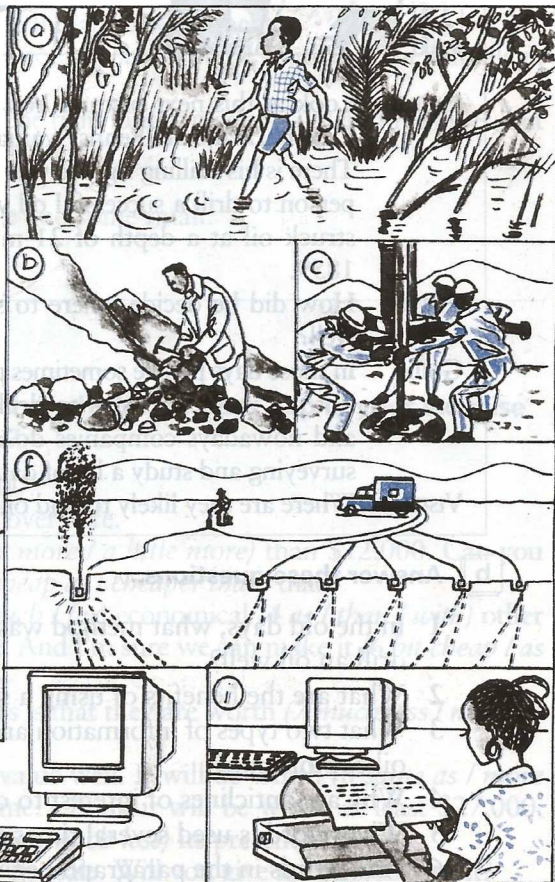
The next step for the survey team is to choose particular districts for more detailed survey. The members of the team may have to travel on foot, cut their way through forests or walk through deep water and soft wet ground. They look for rocks which stand out above the soil and for layers of rock in cliff faces. They break off rock specimens for examination. They also drill down into the earth for samples of the rock below the surface. They use a microscope to study any fossils in the rock specimens because these indicate the age of the rocks. Gradually, they find out more about the history, ages and types of rock and of the patterns in which they lie.

The third step is to carry out a geophysical survey. This provides more accurate information about the rocks deep under the surface. One technique is to measure the force of gravity at the surface. Different types of rock cause slight variations in gravity. So, by measuring the gravity, it is possible to gain information about the rocks beneath. Seismic surveys are another geophysical technique. Some dynamite is exploded in a hole in the ground. This causes shock waves which bounce back to the surface from hard rocks under the ground. The time taken indicates the depth of the rock. Using this technique, it is also possible to work out rock patterns.

The geographical and geophysical surveys produce a great deal of data. This is analysed by computers. Then the computer results are studied and interpreted by geologists and geophysicists. Finally, they have to decide if the results indicate a reasonable chance of finding oil. If they do, the experts must then choose the exact position where the well will be drilled. The search has cost a lot of money and drilling will cost even more.

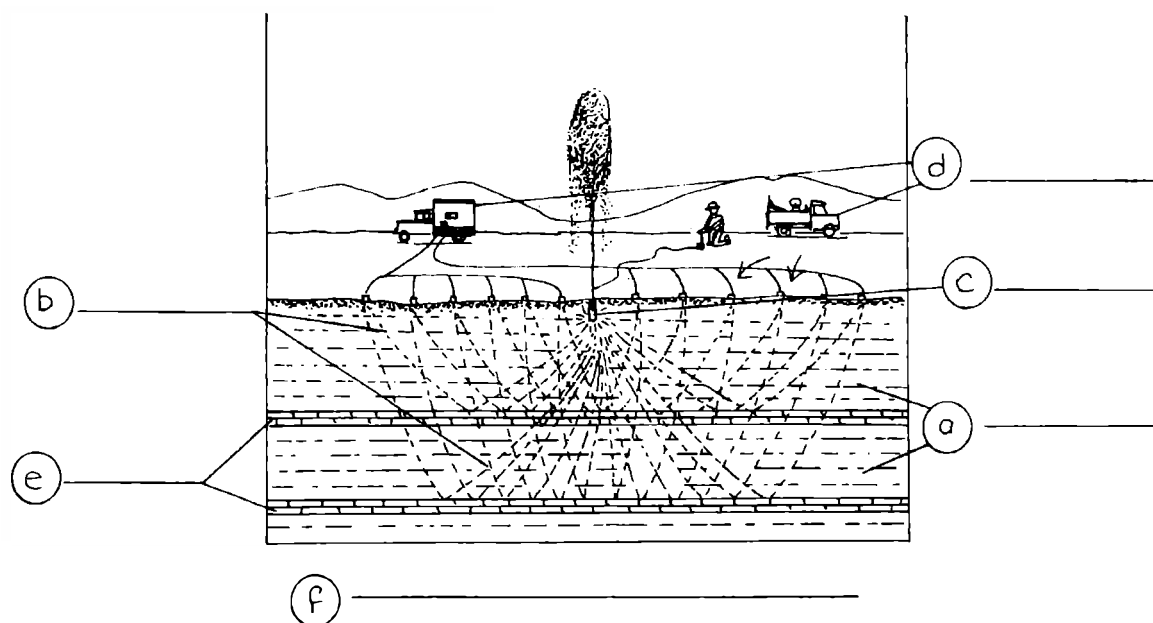
d Match each diagram with captions.

- 1 breaking off rock specimens
- 2 walking through deep water and soft wet ground
- 3 measuring the force of gravity
- 4 drilling down into the earth for samples
- 5 studying computer results
- 6 using a microscope to study fossils
- 7 using seismic surveys to work out rock patterns
- 8 using computers to analyse the data
- 9 exploding dynamite



e Choose labels for the parts of the diagram.

- | | |
|------------------|--|
| 1 seismic survey | 4 shock waves |
| 2 rock layers | 5 explosion |
| 3 hard rock | 6 measuring instruments on the surface |



f The table below lists the steps in the process of oil exploration. Read both parts of the text again. Then copy and complete the table.

STEP	ACTIONS	RESULT
1 mapping	a) study geological and — information b) —	— idea of underground — formations
2 detailed surveying	a) collect surface rock specimens b) — c) study —	more information about — —
3 — surveying	a) — b) —	more accurate information about — of rock and its —
4 analysis	a) computers analyse data b) experts —	decision a) whether to — and if so b) —

2 Reading skill: Following the signs

Writing The writer mentions four main steps in *Looking for oil* (pages 91 and 92). He says very clearly when he is about to describe each of the first three. Write down the phrases that he uses to do this.

3 Vocabulary 1: Phrasal verbs

Matching Match each meaning with the phrasal verb and examples that go with it:

PHRASAL VERBS AND EXAMPLES

1 work out:

Ex: Have you worked out how much these books will cost?
Seismic surveys enable geologists to work out the rock formations.

2 run out (of):

Ex: My car has run out of petrol.
I couldn't finish the exam.
The time ran out when I still had one more question to answer.

3 find out:

Ex: I'm going to find out what time the train leaves.
I don't know how she found out how old I am.

4 carry out:

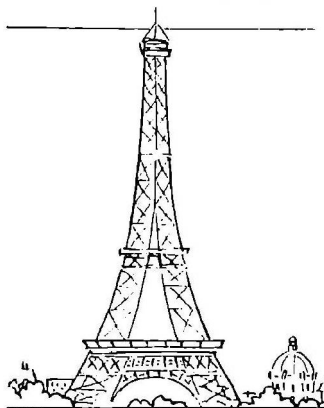
Ex: Scientists carry out *research*.
Police carry out an *investigation* into a crime.
Geologists carry out *surveys* in their search for oil.
The man carried out his *duties* very well.

5 stand out:

Ex: The Eiffel Tower stands out clearly in Paris.
All the athletes were good, but John's running really stood out from among all the others.
What stands out in my memory is the way my grandfather used to laugh.

MEANINGS

- a) to do certain kinds of work, especially single tasks which are quite important
- b) to calculate
- c) to be seen or known easily and clearly
- d) to have no more of
- e) to discover information



Writing Write out this paragraph, adding a suitable phrasal verb in each gap:

Many people who are successful in business and make some money want to build a house for themselves. However, very often such people (—) money before the house is completed. To prevent this happening, they ought to (—) very carefully the quantities of building materials they will need and then (—) how much they will cost by asking suppliers. It is essential to (—) this planning work unless they want an unfinished house to (—) as a witness to their miscalculation.

4 Speech: Intonation when offering a choice

The voice falls on the last choice. It rises on each of the other choices.

Ex: Would you like Coca Cola^{la} or Fan^{ta}?
Would you like Coca Cola^{la} or Fan^{ta} or Spr^{ite}?

Practise this in pairs, using the menu opposite or ideas of your own. Your conversations can be like the example below.

Ex: A Would you like fish or chicken?
B Chicken, please.

Tuesday 23rd July

Fish or chicken
with
Rice or potatoes
or pounded yam
and
Beans or peas or spinach
Ice-cream or mangoes
or melon
Tea or coffee

5 Vocabulary 2: Words that go together

Discussion Working in pairs, combine each word or phrase in column A with the correct word or phrase in column B. Then match each combination with the appropriate meaning in column C.

Writing Write out this paragraph, using suitable words or phrases from column A or B. In some cases you may need to change or omit words like *to*, *a*, *the* or use the plural form of a word.

Our (——) for oil in this area has taken us a long (——). We have studied rock (——) and examined samples from cliff (——). The survey (——) has done excellent work and we have taken the (——) to go ahead and (——) an oil well. But we have only a (——) idea where to sink it. So the next (——) will be to choose the exact position. I hope that we will have our reward and (——) oil.

Ex: (A) a rough (B) idea = (C) information which is not yet exact

A	B	C
to strike	for oil	the shape of rocks
to sink	a decision	the process of looking for oil
rock	team	a group of people who carry out a survey
the search	an oil well	to decide to do something
oil	time	to drill (make) an oil well
a survey	step	to need time
a rough	formations	the first/next thing that is done
to make	face	information which is not exact
a cliff	oil	to find oil
the first/next	idea	the surface of a cliff
to take	exploration	the process of looking for oil

6 Communication 1: Describing a process

a Study the sentences in the box.

First a survey team	is	formed.
Next a district	is	surveyed.
Pieces of rock	are	collected.
These rock samples	are	examined.

b Choose one of these words for each gap:

participle are formed past

- The present simple passive is made up of *is* or (——) followed by the (——) participle of the verb.
- The past (——) of *form* is (——).

Writing **a)** Copy these sentences, completing them with the present simple passive of the verb in brackets.

- Then a geophysical survey (—— —) out. (*carry*)
- The force of gravity at the surface (—— —). (*measure*)
- Dynamite (—— —). (*explode*)
- Rock patterns (—— —) out. (*work*)

b) Copy these sentences and complete each of them with the present simple passive of one of the verbs below:

study make choose analyse interpret

- 1 Finally, all the information (— —) by computers.
- 2 The computer results (— —) and (—).
- 3 A decision (— —) about whether to drill a well or not.
- 4 If the answer is 'yes', the exact place to drill (— —).

Competition

Do you know how empty drinks can be used again (recycled)?

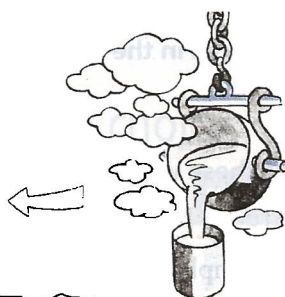
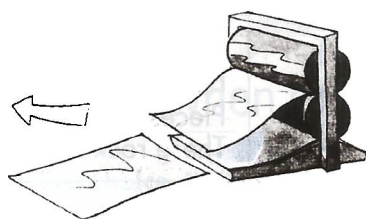
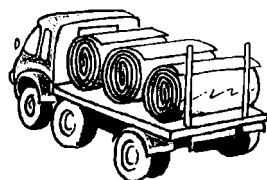
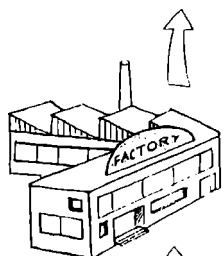
- Put the verbs into the right forms and the steps into the right order. The pictures will help you. Which pair can do this first?
- Describe the process to the rest of the class, using the words below:

first next then finally



Recycling aluminium cans

- The cans (— —) back to the consumer. (sell)
- They (— —). (melt)
- Empty cans (— —). (collect)
- The coilstrip (— —) to a factory where it (— —) into cans. (take, make)
- They (— —) to a centre where they (— —). (take, weigh)
- The cans (— —). (fill)
- The liquid aluminium (— —) into coilstrip. (roll)



Speaking
in
pairs

Put these steps into the right order.

- | | |
|------------------------------|-----------------------|
| - decide what to eat | - pay the bill |
| - eat your meal | - choose a restaurant |
| - look at the menu | - take a taxi home |
| - order what you want to eat | |

Now describe the process, using the words below. Going out for a meal is a process where you don't use the passive. Use the active instead.

first next then after that finally

7

Communication 2: Saying exactly what you mean

a Study these conversations:

ISSA I love visitors.
 AWA Do you mean all visitors?
 ISSA I mean visitors who bring me
 a present.

MAX I don't like films.
 JULIE You must be joking! All films?
 MAX Well, just films which go on for
 a long time.

b Write one of these words for each gap:

which before means who

- The words in colour say exactly who or what the speaker (1 —).
- (2 —) is used to refer to people and (3 —) to refer to things.
- In these sentences, there is no comma (4 —) *who* or *which*.

Speaking
in
pairs

Use the ideas in these columns to hold conversations like the one above. Choose *who* or *which*

FIRST SPEAKER (exaggerates)	SECOND SPEAKER (shows surprise)	FIRST SPEAKER (again) (is more exact)
Taxis are dangerous. Dogs are annoying. Children are wonderful. I like doctors. I like athletes. Shoes are expensive. I love films I don't like oranges. I don't like singers.	All ... ? Really? You must be joking! Seriously? Do you mean all ... ? You mean that?	do what they are told. are unripe. give me the right treatment. don't sing in tune. are falling to pieces. don't boast. bark all night. are imported. make me laugh.

Add ideas of your own.

8

Communication 3: Giving more information

a Study this conversation.

ENANGA Where did you go yesterday?
 JEAN To my village.
 ENANGA Did you see your family?
 JEAN Yes. I saw my brother, who was very pleased to see me again.

b Write a word for each gap.

who information comma

- The words in colour give more (—).
- There is a (—) before (—).

Use the ideas in these columns to hold conversations like the one above.

Start 'Where did you go ...?'

FIRST SPEAKER 'Where did you go ...?'	SECOND SPEAKER 'I went ...'	FIRST SPEAKER 'Did you ...?'	SECOND SPEAKER 'Yes, I ...'	'who' 'which' 'was' 'were':
yesterday	the cinema	see a good film	an adventure film	boring
last night	a party	meet anyone interesting	(name)	at my school
this afternoon	a restaurant	have a good meal	a piece of steak	delicious
on Saturday	my village	see your parents	my father/mother	pleased me
last weekend	the hospital	visit any patients	(name)	has ... (illness)
this morning	the market	buy anything	(thing)	very cheap

Add ideas of your own.

Copy this conversation, using **who** or **which** and the words in brackets. Do not use a comma where the speaker is being more exact.

- ABOU Who is that girl?
 SEKOU Do you mean the one (spoke to me a minute ago?)
 ABOU I mean the clumsy one (spilt her drink just now).
 SEKOU She lives in Benin Street (is a very nice street).
 ABOU She's just knocked over a plate (has broken on the floor).
 SEKOU But she has a cheerful personality (makes people happy).
 ABOU Now she's trodden on the foot of the person
 (was standing behind her).
 SEKOU The lady (you are criticising) is my sister (is an expert in judo and other martial arts).



9 Punctuation: Clauses with **who** or **which**

Sometimes a clause with **who** or **which** comes in the middle of a sentence.

If it makes the meaning more exact, don't use commas.

Ex: The man **who** spoke to you just now is my uncle.

If it only adds information, place commas before and after it.

Ex: Tigers, **which** are rare animals, should be protected.

Write out these sentences, adding commas only where necessary.

- I don't lend money to all my friends: only to the ones *'whom I know very well'*.
- My father *who once worked as a farmer* eventually became an official in the Ministry of Agriculture.
- Lisbon *which is the capital of Portugal* is a very interesting city.
- I hope that the dog *that bit you* does not have rabies.
- At the party I spent some time talking to my old friend Ahmad *who told me about his recent visit to Japan*.
- Tyres *which are badly worn* are not safe.

10 Composition: Writing about a process

- a** Study this model composition and analyse it, using one of these expressions for each numbered item.

introduces another step	name of a step	process	purpose of action	name of a step
present simple passive	when the step is carried out	when the step is carried out		

MODEL

¹ Harvesting cocoa

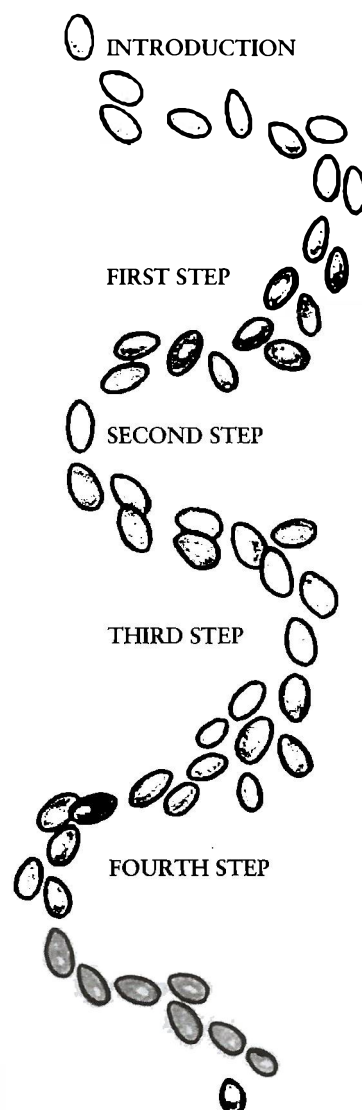
When cocoa beans are ripe, they are harvested. This process consists of several steps: cutting the pods from the trees, splitting them open, fermentation and drying. There are two harvests each year. The main crop is harvested between September and January. There is also a small crop between April and May.

At ²harvest time the farmer and his helpers cut the ripe pods from the trees. The pods which grow closest to the ground are cut with a machete. The ones which are too high are cut with a special knife on a long pole.

The harvested pods ³are collected into a large pile and split open. This ³is done carefully to avoid damaging the beans inside. Splitting is done with a machete or by cracking the pods with a stick. The beans are scooped out and put into baskets.

⁴Next it is necessary to remove the sticky pulp which surrounds the beans. This is done by a process called ⁵fermentation. The beans are put in a large heap and covered with plantain leaves. A small ditch is made around the heap ⁶so that the pulp can drain away. The beans are usually left about six days ⁶to ferment.

The last step is ⁷drying. ⁸When the pulp has gone, the beans are spread on low platforms and left to dry in the sun. They are turned every day to make sure they dry evenly. Any damaged or poor quality beans are removed. Drying usually takes ten to fourteen days. When the beans are thoroughly dry, they are put into sacks.



- b** Write a description of a process. Choose one of these topics:

EITHER Describe how a particular crop is grown. Choose only *one* crop, e.g. maize, coffee, rice, cocoa or yams.
 OR Describe a traditional ceremony.
 OR Describe how something is made, e.g. a shirt, a pot, a mat, a house.

Guidelines How to write a description of a process

- * *Plan* and *write* your composition.
- * Your *heading* should *name* the process.
- * Write a short *introduction*.
- * Have *one paragraph* for each step.
- * *Describe* each step in turn, *naming* some of them.
- * Use words like *first*, *next*, *after that*, *finally*, to introduce some of the steps.
- * Where helpful, say, *when* and *why* an action is done.
- * Use the *present simple passive* where appropriate.

Consolidation Exercises

A Vocabulary 1: Phrasal verbs

Write out these sentences, putting one of these words in each gap:

carry (-ies, -ied) work (-s, -ed) find (-s, found) stand (-s, stood) run (-s, ran)

- 1 Can you (—) out complicated sums in your head?
- 2 Will the world (—) out of oil one day?
- 3 Is there anyone in your team who (—) out as a really talented player?
- 4 I'm trying to (—) out where I can hire a car.
- 5 It took the police an hour to (—) out a thorough search of the house.
- 6 We have nearly (—) out of flour. Remind me to buy some more, please.
- 7 It took the mechanic only three hours to (—) out all the necessary repairs to the car.

B Communication 1: Describing a process

- 1 Write in your exercise book the present simple passive of each verb in brackets.
- 2 Decide what is the right order for the three parts of this paragraph. Write one of these sequences in your book:

A B C A C B B C A B A C C A B C B A

ISLAMIC STUDIES

- A After a boy has been circumcised at the age of seven or nine, he (1 *provide*) with a pair of shorts, a shirt and a blanket. Then he (2 *place*) under the supervision of a *malam* or teacher, who has usually learnt the Koran by heart.
- B The same ten chapters (3 *write*) on this board, one at a time. Each pupil (4 *teach*) his own separate piece, which may be quite different from those of the other pupils. Pupils (5 *not organise*) into classes even if the school has two hundred of them; each goes at his own pace. At the end of each step in the learning process a little thanksgiving (6 *perform*). Millet or bean cakes (7 *prepare*) and (8 *give out*) free to mark the occasion.
- C This malam (9 *pay*) according to the financial position of the parents. First the boy (10 *teach*) the first ten chapters of the Koran orally. Then he (11 *give*) a small smooth wooden board.

C Vocabulary 2: Words that go together

Copy and complete these sentences using one of these words for each gap:

search oil rough face well exploration take step survey decision

- 1 This bird makes its nest on a cliff (—).
- 2 It would (—) too much time to explain my plan in detail, so I will just give you a (—) idea of it for the present.
- 3 The (—) for oil is a long and complex process which is carried out by a (—) team.
- 4 Oil companies spend a lot of money on oil (—).
- 5 The first (—) for anyone who has to make a (—) is to obtain as much information as possible.
- 6 It is often necessary to sink a very deep (—) in order to strike (—).

D Communication 2: Saying exactly what you mean, giving more information

Write out this conversation, using **who** or **which** and the words in brackets. Add commas where necessary.

DRISSA I'm looking for someone (can repair my camera).

SITA I know someone (can do that for you). Koumba (is an old friend of mine) has a small photographer's shop (is doing quite well).

DRISSA I think I know (you mean). Is he the person (owns the big shop opposite the Central Bank)?

SITA No, not that one. That's a really smart shop. Koumba's shop (is a small one, as I said) is in Benin Street (is in the old part of the town).

DRISSA How can I get there?

SITA By bus. You take a number 65 (takes ten minutes). Or you can walk (will take you about half an hour).

E Vocabulary puzzle

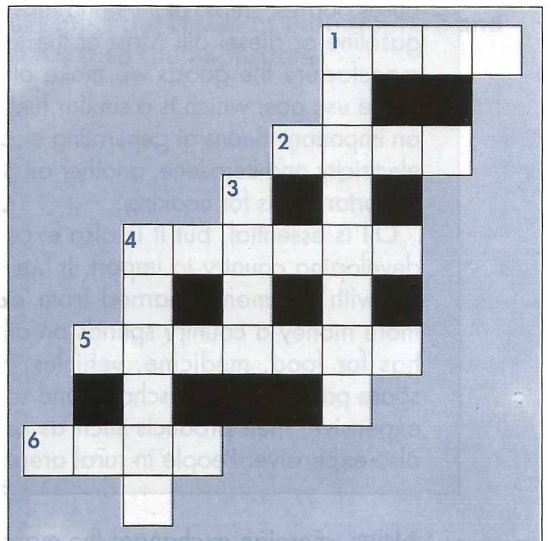
Copy the puzzle. Then complete the clues with suitable words and write them in your copy of the puzzle.

ACROSS

- 1 It is expensive to — an oil well.
- 2 The boat hit a rock and —.
- 4 The angry boy — his friend across the face and then apologised.
- 5 Oil is — in certain rock formations.
- 6 He always takes a long time to — a decision.

DOWN

- 1 Everyone in the village — for the missing child.
- 3 My uncle can — and catch animals alive.
- 4 Directors are happy when their companies — oil.



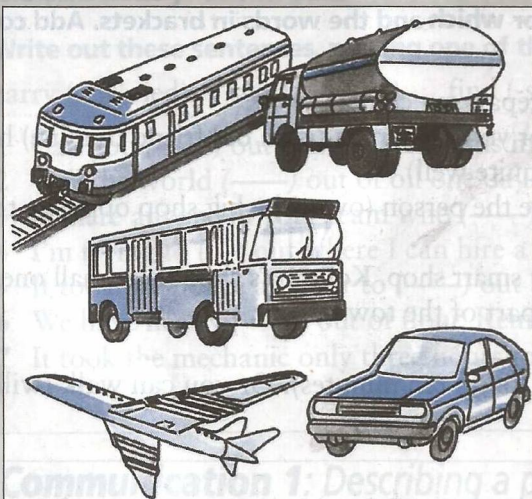
ENERGY

1 Reading: How important is oil?

BRAINSTORMING

- ☆ Oil gives us several kinds of fuel and other things such as plastics and fertiliser.
- ☆ Name as many oil products as you can.

a As you read, find out if the text mentions any fuels and oil products which you did not think of. Find out, too, what problems are caused by the high cost of oil.



Oil is essential for a modern industrialised society. Nearly all transport depends on it: private cars, buses, lorries, ships, planes and most trains burn gasoline or diesel oil. Most of the factories that manufacture the goods we make also burn oil. Some use gas, which is a similar fuel. Oil is also an important means of generating electricity. Both electricity and kerosene, another oil product, are important fuels for cooking.

Oil is essential, but it is also expensive for a developing country to import. It has to be paid for with the money earned from exports. The more money a country spends on oil, the less it has for food, medicine, vehicles, machinery, spare parts, books for schools and so on. If oil is expensive, then products such as kerosene are also expensive. People in rural areas often use

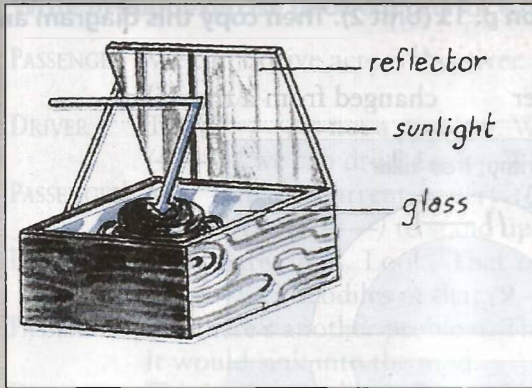
kerosene as a fuel for cooking. But if it becomes too expensive for them, they use firewood instead. This may mean cutting down forests. In turn this can lead to other problems like soil erosion, floods, loss of soil fertility, the silting of rivers and ultimately a change in the climate.

These are some of the problems that arise from the high cost of oil. What solutions are there to these problems?

One solution is to make petrol from plants. The Brazilian government, for example, decided to make a form of alcohol called ethanol from sugar cane and use it instead of petrol. One tonne of cane produces 70 litres of ethanol. Brazil is large enough to produce this substitute for petrol. Even though ethanol costs more than petrol, half a million cars in Brazil run on pure alcohol. This has two advantages. First, Brazil saves foreign exchange. Second, less damage is done to the environment because no poisonous gases are given off from ethanol.

There are also solutions to the problems of providing cooking fuels. One of these is to plant trees which grow quickly to produce a lot of wood in a short time. This will make it unnecessary to cut down forests. Another solution is to use the sun's heat directly to cook food. American physicists have recently developed a solar oven. This consists of an insulated wooden box with a glass top. The cooking pots are placed on a flat piece of metal in the base of the box. The lid is covered with aluminium foil. When it is open, it reflects the sun's heat down on the pots and the metal base. In full sunlight the ovens can

NOTE: Foreign exchange: the money a country receives for goods that it exports.



reach about 180°C. The main disadvantages of such a box are that it cannot be used at night, in the rain or on very cloudy days. In addition, it takes about twice as long to cook on this as on a fire.

Solutions like these may not overcome all the problems caused by expensive oil. But they can make the problems less severe. It is certain that the next decade will see the development of various alternatives to oil as a source of energy. They will make use of the sun's heat in one way or another.

b Answer these questions.

- 1 The first paragraph mentions *four* main purposes for which we use oil. Name them, using one word for each.
- 2 Oil has to be made into particular fuels before it can be used. Several of these are mentioned in the text. Name three of them.
- 3 Why is the high cost of oil *not* a problem for some developing countries?
- 4 Why is kerosene sometimes too expensive?
- 5 What happens in some rural areas when kerosene is expensive?
- 6 In the last sentence of the second paragraph, what phrase means 'cause'?
- 7 Why was Brazil able to produce ethanol when some countries couldn't?
- 8 Many Brazilian cars use ethanol. What is surprising about this?
- 9 What does *some* refer to in 'some use gas ...' (paragraph 1)?
- 10 What does *it* refer to in 'It has to be paid for ...' (paragraph 2)?

2 Reading skill: Paragraphs and sentences that link ideas

Study this diagram. It shows how paragraph 3 of the text links the topics of paragraphs 2 and 4. It refers **back** to the problems of expensive oil and **forward** to their solutions.

Paragraph 2

Topic: Problems of expensive oil

Paragraph 3
links 2 & 4

These are some of the problems

What solutions are there?

Paragraph 4

Topic: Solutions to the problems.

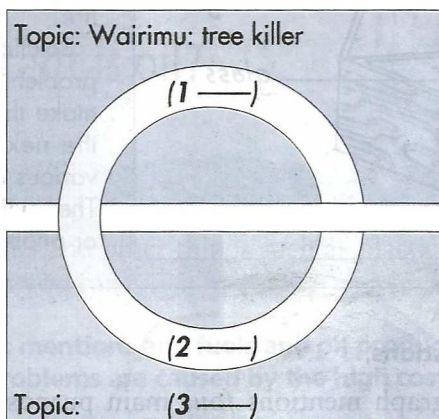
Read the first two paragraphs of the text on p. 15 (Unit 2). Then copy this diagram and complete it, using these phrases:

to a tree planter Wairimu: tree planter changed from a tree killer

Paragraph 1

First sentence of paragraph 2

Paragraph 2



Read paragraphs 2 and 3 of the text on p. 79 (Unit 8). Then copy and complete this diagram with these phrases:

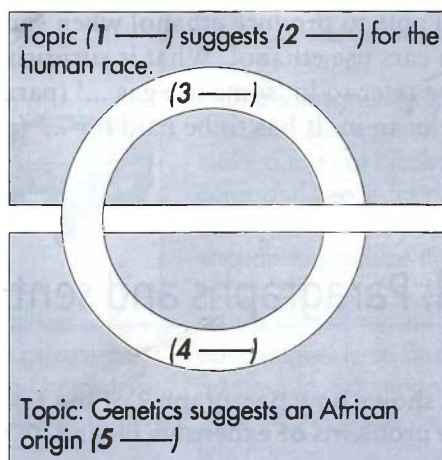
like palaeontology for the human race an African origin

genetics also suggests an African origin Palaeontology

Paragraph 2

First sentence of paragraph 3

Paragraph 3



3

Vocabulary 1

Members of a survey team need to find out the **depth** of rocks. That is, they want to know how **deep** they are. Study these words and the note.

ADJECTIVES	deep	heavy	long	strong	high	thick	wide
NOUNS	depth	weight	length	strength	height	thickness	width

NOTE: These two mangoes have the same shape, but different sizes. A pattern is a shape which is repeated, e.g. on cloth.

Writing

Write in your exercise book a word for each gap.

- PASSENGER We can't drive across this river. It's at least 150 metres to the other side. It's far too (1 —).
- DRIVER The (2 —) is not a problem. What matters is the (3 —) of the river. If it's not very (4 —) we can drive across. Why don't you walk across to see how (5 —) it is?
- PASSENGER Me? But the current is very (6 —). The force of it would sweep me away. I haven't the (7 —) to stand up in it. Anyway, there may be crocodiles in it.
- DRIVER Only baby ones. Look! That one's very short, only about one and a half metres (8 —). Crocodiles of that (9 —) can't hurt you.
- PASSENGER But there's another problem. The lorry weighs about 40 tons. It's far too (10 —). It would sink into the mud.
- DRIVER That's not a problem. We could unload some of the goods and reduce the (11 —).
- PASSENGER We don't need to do that. Look at the sign. There's a new bridge a kilometre down the road!



4

Speech: Pronunciation

shot /ɒ/ /short /ɔ:/

- a** Test each other in pairs as follows. Speaker A says a word from lists 1 and 2 below. The other must listen carefully and point to the word which was spoken. Then speaker B chooses a word. Continue to take turns.

1	shot	pot	cot	not	spot	stock	Bonn	fox
2	short	port	caught	nought	sport	stalk	born	forks

- b** The first speaker asks one of the questions. The second must give the appropriate response.

FIRST SPEAKER

Is he shot?

Is he short?

Have you seen the fox?

Have you seen the forks?

SECOND SPEAKER

No, he's not hurt.

No, he's quite tall.

Yes. It's caught a rabbit.

Yes. They're in the drawer.

- c** Complete these words with o if they have the sound /ɒ/ and with or if they have the sound /ɔ:/. Practise saying these sentences with your partner.

- I haven't g—t the football sc—e.
- I walked f—ty kilometres. That's a l—t.
- What s—t of r—ck is that?
- When we b—ed through the r—cks, h—t water sh—t out.

short / ɔ: // shirt / 3: /

a Test each other in pairs as in the practice for shot/short.

A1	A2
short	shirt
walk	work
warm	worm
torn	turn

B1	B2
born	burn
hoard	herd
course	curse
board	bird

b The first speaker asks a question; the second must give the appropriate response.

FIRST SPEAKER

You walk very fast!

You work very fast!

That's a big board.

That's a big bird.

SECOND SPEAKER

Yes. I've got long legs.

Yes. I earn more money this way.

Yes. It's for a big classroom.

Yes. It eats young goats.

c Complete each word with *or* if it has the / ɔ: / sound or with *ir* if it has the / 3: / sound. Write the words in your exercise book. Practise saying the sentences with your partner.

1 I heard the *b—d* sing a *sh—t* song.

2 Ask the *th—d g—l* to step *f—ward*.

3 I was the *f—st sp—tsman* to *sc—e* this *m—ning*.

5 Communication 1: Describing actions

Study this conversation.

JEAN I shall walk home.

PIERRE Why not take a taxi?

JEAN It's (expensive) to take a taxi.

PIERRE Yes, but walking home alone is (not safe).

actions

descriptions

Speaking
in
pairs

Use the table below to hold conversations like these. Remember to use *especially* or *only*

Ex: BAKARI I like walking to school.
ABIBA I agree. It's fun walking to school.
BAKARI Especially with friends.
KARIDJA I like walking to school.
MOUSSA I don't. It's tiring walking to school.
KARIDJA Only when it's hot.

ACTION	DESCRIPTION	ESPECIALLY/ONLY
walking to school	fun tiring	with friends when it's hot
doing science	interesting boring	when we do experiments when we have to learn difficult things
acting in plays	enjoyable difficult	when I can play important parts when I forget what to say
riding on a motorbike	exciting frightening	when I go very fast when the road is wet
practising the guitar	encouraging discouraging	when people say I play well when I can't play it properly

Add your own ideas.

Write out two of your conversations.

Writing
Writing
Writing
Writing
Writing

6 Vocabulary 2: Cause and result

Identify these three parts of each sentence below : **cause; connecting word or phrase; result.**

- Using solar energy causes no damage to the environment.
- Cutting down forest trees can result in a change in the climate.

Speaking
in
pairs

Decide where each of the phrases in the box fits in this table of causes and results. Notice the right preposition for each verb.

chemical factories the new headmaster the heavy rain using wood as fuel
a person's good health disease soil erosion

CAUSE	CONNECTING PHRASE	RESULT
1 —	brought about	a big improvement in the school.
2 Regular exercise	contributes to	_____.
3 —	are responsible for	a lot of pollution.
4 Lack of clean water	results in	_____.
5 —	led to	serious floods.
6 —	may mean	cutting down forest trees.
7 Cutting down forest trees	can lead to	_____.

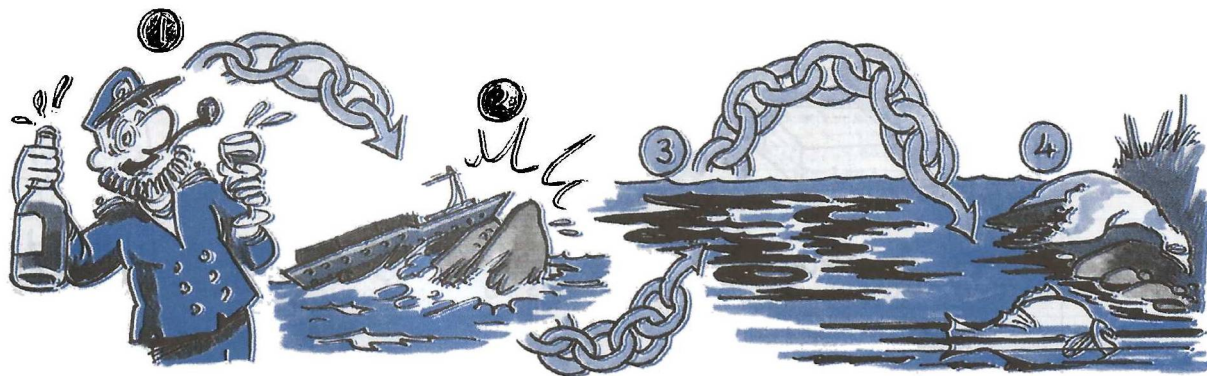
- NOTES: 1 A factor is one cause among several which contribute to a result.
Ex: The heavy rain was one factor that contributed to the accident.
- 2 If an action had no result, we can say it had no effect on...
Ex: The fire was so big that the water had no effect on it.

Writing

Choose the right word for each gap and write it in your exercise book:

contributed causes effect leads factor responsible resulted

A chain reaction happens when one event (1 —) another and this in turn (2 —) to a second result which is (3 —) for a third. For example, the drunkenness of the captain of an oil tanker was one (4 —) which (5 —) to the tanker hitting some rocks. This (6 —) in a huge spill of oil from the ship. This oil covered the water over a wide area and had a terrible (7 —) on fish, birds and mammals that lived in the area. Many of them died.



Summary: Key words

Problems, solutions, advantages, disadvantages are four key words which guide you to important information in a text. When reading, look out for phrases which include them, e.g. two advantages, a third disadvantage, another solution, etc

Instead of these four key words, a text may have other words with similar meanings: *positive* words for advantages, *negative* ones for disadvantages.

Writing

a) List these expressions in your exercise book under *advantages* and *disadvantages*.

A serious difficulty with ... is ...
 One point in favour of ... is ...
 An important merit of ... is ...
 One unfortunate effect/result/consequence of ... is ...
 One benefit of ... is ...
 A serious drawback is ...
 Another point against ... is ...

advantages	disadvantages

NOTE: If the writer has been mentioning advantages, then an expression like however, but or on the other hand may introduce a disadvantage.

b) Write answers in complete sentences to these questions about the text on page 102.

- 1 State the problems caused by expensive oil for a developing country which does not produce its own oil.
- 2 What solutions are offered in the passage?
- 3 State the advantages and any disadvantages for Brazil of its ethanol project.
- 4 What are the disadvantages of a solar oven?

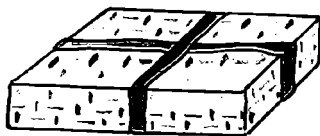
8 Communication 2: Talking about kinds

Speaking
in
pairs

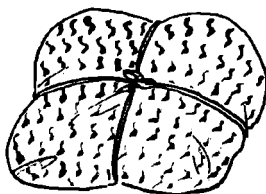
a) Guess what these presents are, like this:

Ex: AWA What do you think this is?
 ALI I think it's / It looks like / a video tape.
 AWA I think it's more like a book.

Add ideas of your own.



a book,
a box of chocolates,
a video tape.



a shirt, a pair
of trousers, a
piece of cloth.



a torch,
a hammer,
a mallet, a bottle.

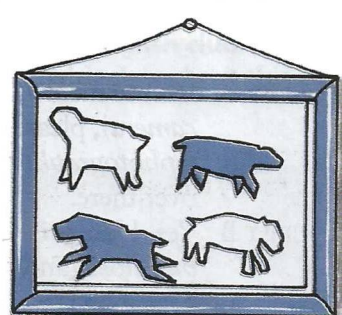
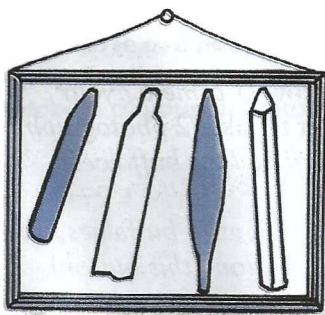
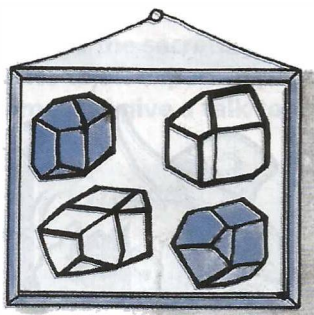


a pot of jam,
a jar of coffee,
a tin of fruit.

b) Discuss these pictures: what are they?

Ex: 'I think they're houses.'

'No. They're more like boxes.'

**c) Discuss these pictures: what do the containers hold?**

Ex: 'I think it's fruit juice.'

'No. It's more likely to be coke.'

a soft
drink

from a cow



from groundnuts



from a spring



for a car

from
a leaf**9****Communication 3: Talking in general**

In pairs, discuss what to give various people as presents. Use card A below and card B on page 136. A knows what Anne, Michel and Régis like. B knows what Thierry, Laurence and Abiba like.

Ex: A What shall we give Régis?

B What about a book?

A No. I don't think so. Régis never reads books.

The second speaker must discover what the person likes best**CARD A**

PRESENT \ PERSON	ANNE	MICHEL	RÉGIS
a book	often reads books	likes books a lot	never reads books
chocolates	adores chocolates	hates chocolates	likes chocolates best of all
a cassette tape	sometimes listens to music	loves music	quite likes music
a cake	likes cakes best of all	quite likes cakes	doesn't like cakes
a carving	quite likes carvings	likes carvings a lot	not interested in art
a shirt/blouse	not interested in clothes	likes shirts/blouses best of all	likes shirts/blouses very much
a dog	doesn't like animals	quite likes dogs	not very fond of dogs

TOURIST A Excuse me. May I borrow (1 camera / your camera), please? I want to take (2 photograph / a photograph) of (3 buffalo / the buffaloes) over there.

TOURIST B Yes. Here it is. You point it at (4 buffaloes / the buffaloes) and press (5 button / this button) here.

TOURIST A Thanks. I love (6 wild animals / the wild animals). Here we go. Click! What a nuisance! (7 Jeep / The jeep / A jeep) hit (8 rock / a rock) just now and I think I took (9 photograph / a photograph) of (10 a sky / the sky). Never mind. I think I'll get (11 another chance / some more chance) in (12 minute / a minute). Yes. Click! Oh dear! (13 Wheel / A wheel) went into (14 hole / a hole) and I don't know what will be in (15 photograph / my photograph) this time. Something always goes wrong when I take (16 photograph / the photographs / photographs). I need to take a course in (17 photography / the photographs / photographs). (18 Music / The music) interests me too. I'd like to learn to play (19 jazz / the jazz). I think I'd make (20 good jazz trumpeter / a good jazz trumpeter).

TOURIST B Give me back (21 camera / my camera) at once! You're not interested in (22 animals / the animals), (23 photographs / the photographs) or (24 music / the music), only in talking non-stop.



10 Listening and note taking

- Read the practice paragraph below.
- Listen to the talk, which describes a process.
- Write a suitable word for each gap in your exercise book.

How petrol reaches us

Petrol has to be (—) and it has to be (—) before we can use it.

- 1 First, crude (—) is (—) from the oil well.
- 2 (—), the oil is pumped along a (—) to a loading terminal on the coast. Here the oil is (—) onto ships called (—).
- 3 Tankers (—) the (—) oil across the sea to an (— —).
- 4 At the oil refinery, the crude oil (— —) into many different liquids. One of these is (—).
- 5 Finally, the petrol (— —) by tanker (a type of lorry) to (—) stations where people fill their petrol tanks with it.

NOTE: A *tanker* is a ship or a lorry that carries a liquid.

11 Composition: Formal letter

You are the secretary of a school club (e.g. a photography club, an English club, a science club). Write to an expert in photography, English, science or another subject, and ask this person to come and give a talk to the members of your club next term.

Guidelines How to write a formal letter

Style and layout

- * See Unit 1, page 11.

Content

- * Start **Dear Mr/Mrs/Dr** followed by the person's surname.
- * **Go straight to the point**, saying who you are and why you are writing.
Ex: As secretary of the ... Club at ... School, I am writing to ask if you would be kind enough to come and give our members a talk on ...
- * Say *what time* of day your meetings are held and give the person a choice of dates.

New paragraph:

- * Say *something about your club*: its activities, its members, and their special interests. Mention other speakers and topics that you are trying to arrange for next term.

New paragraph:

- * Mention any *social aspects of the person's visit*, such as a meal with committee members before or after the meeting.

New paragraph:

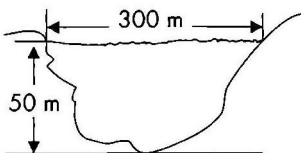
- * **To conclude**, say how pleased you would be if the person could come and how interesting your members would find the talk.
- * End **Yours sincerely**, followed by your first name and surname. In brackets underneath your name write your position in the club, e.g. *Secretary, English Club*.

Consolidation Exercises

A Vocabulary 1: Dimensions

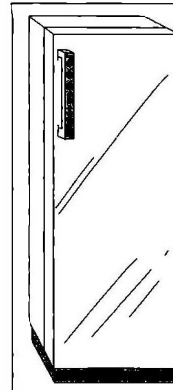
Write one of these words in each gap:

high deep strong width heavy weight long wide



Lake. Length: 600 m.

- 1 The lake is 50 m (—).
Its (—) is 300 m.
It is 600 m (—).



Refrigerator. Weight: 70 kilos

- 2 The refrigerator is 110 cm (—), 40 m (—) and its (—) is 70 kilos. It is too (—) for me to carry: I am not (—) enough.

B Communication 1: Describing actions

Write the correct expressions in your exercise book.

JEAN Having lunch here (1 *pleasant / was pleasant*). What shall we do now?

PAUL I think (2 *wise / is wise / it's wise*) to rest after lunch. It's a mistake (3 *try / to try*) to see too many things in one day.

JEAN I don't agree. I think (4 *lie down / lying down*) after lunch is a waste of time. (5 *Is / It's*) a much better idea (6 *do / to do*) something. It would be interesting (7 *look / to look*) around the cathedral.

PAUL Yes. It's worth (8 *do / doing*) that. And it's not far from here, so it's not tiring (9 *walk / to walk*) there. It's great (10 *go / going*) up the tower, too. You have a view over the whole city from the top. It's magnificent (11 *see / to see*) all the fine buildings and beautiful parks and gardens.

C Vocabulary 2: Some words for cause and result

Choose one of these expressions for each gap and write them in your books:

results means factors effect brought about contributes causes
lead to responsible

- 1 Expensive oil (—) in many problems.
- 2 A good road system (—) to a country's prosperity.
- 3 Good food and plenty of exercise are two of the (—) that (—) good health.
- 4 Cars are (—) for a great deal of pollution.
- 5 It was the destruction of the forests that (—) a change in the climate in this region.
- 6 The explosion of dynamite (—) shock waves.
- 7 Expensive oil (—) that kerosene is expensive, too.
- 8 Some people say that burning fuel has no (—) on the climate.

D Communication 2: Countable and uncountable nouns

Write out these sentences, choosing the right expression.

- 1 (*Brother / My brother*) made (*good attempt / a good attempt*) to win (*marathon / the marathon*). He only came tenth, but at least he finished (*race / the race*).
- 2 (*Storm is / Storms are*) very frequent at this time of year.
- 3 (*Headmaster / The headmaster*) has bought (*new equipment / a new equipment*) for (*office / his office*).
- 4 (*Uncle / My uncle*) has (*big dog / a big dog*) to guard (*house / his house*).
- 5 (*Foolish person / The foolish person*) put (*water / a water / waters*) in (*petrol tank / the petrol tank*) instead of (*petrol / a petrol / petrols*).
- 6 It is (*good idea / a good idea*) to take (*a money / money*) and (*a food / food*) with you when you go on (*long journey / a long journey / the long journey*).
- 7 (*Cow eats / Cows eat*) (*grass / a grass*) and (*leaf / leaves / a leaf*).

HEALTH

1 Reading: Safe to drink?

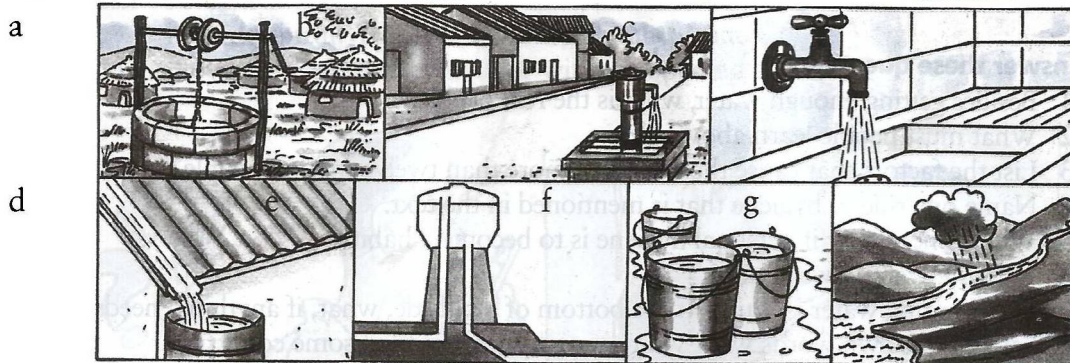
BRAINSTORMING

☆ Where does the water you drink come from?

To help you discuss this topic, label each of these water sources with one of these words or phrases:

well house tap stream roof tank street tap cistern bucket

☆ How safe is the water from each of these sources?



a As you read, find out the three things that could do most to improve people's health.

INTERVIEWER	Getting water has always been a big task for most families. But getting enough water isn't the only problem, is it?
DOROTHY OXLEY	No. In many places the real problem is getting water that is safe to drink. A stream may look clear and sparkling, but it may not be safe.
INTERVIEWER	So what should people do?
DOROTHY OXLEY	First, people must learn about basic hygiene, and I mean every man, woman and child. Secondly, they must have enough safe water and thirdly, they must have toilets.
INTERVIEWER	Contaminated water is to blame for a lot of illnesses, isn't it?
DOROTHY OXLEY	Yes. It causes diarrhoea, cholera and typhoid. Dirty water also spreads diseases caused by parasites, such as bilharzia and guinea worm, and many other illnesses, too.
INTERVIEWER	So people get these illnesses if they don't know about personal hygiene, don't have enough water for washing and don't have toilets?
DOROTHY OXLEY	Exactly, and if, in addition, their water is unsafe, the World Health Organisation estimates that these factors combine to kill over 12 million people a year worldwide.
INTERVIEWER	So learning about hygiene is the most important thing.
DOROTHY OXLEY	Yes. One of the rules I learned as a child was to wash my hands after using the toilet and before preparing food. Such simple precautions can prevent a lot of illnesses. But you do need to have enough water if personal hygiene is to become a habit and not just a luxury.
INTERVIEWER	How can people obtain safe, uncontaminated water?

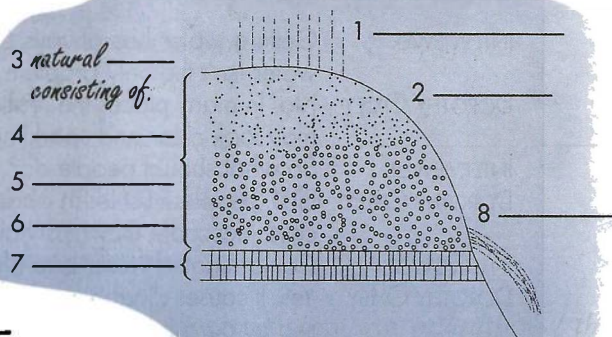
- DOROTHY OXLEY The easiest way is to make safe an existing source of water, such as a spring. Most natural springs are found at the bottom of hillsides or river valleys.
- INTERVIEWER How does the water get there?
- DOROTHY OXLEY Rainwater falls on the surface and sinks through the earth, sand and stones, which act as natural filters. Eventually, the water reaches an impervious layer of rock or clay — that is, a layer it cannot flow through. So it comes out at the surface as a spring.
- INTERVIEWER Is this water safe?
- DOROTHY OXLEY Usually it is. And if it is, it must be kept safe. People must make sure that nothing dirty enters the spring water. In some countries women are trained to look after community water supplies.
- INTERVIEWER What happens if there is no spring?
- DOROTHY OXLEY Wells are dug. But not all well water is safe. If there's no wall around a well, contaminated water can run into it, especially if it's too close to latrines or rubbish dumps. There's always the additional risk of children throwing things in or animals falling in.
- INTERVIEWER But what if you have no choice, if you have to drink water that may not be safe?
- DOROTHY OXLEY In this case, boil the water thoroughly. If there is very little water or fuel to boil it, don't waste water that has been used to boil vegetables. I've been told that rice water, if not too salty, is very good for drinking, particularly if you have diarrhoea.

b Answer these questions.

- Besides getting enough water, what is the real problem?
- What must people learn above all?
- List the factors that cause the deaths of more than twelve million people a year worldwide.
- Name one rule of hygiene that is mentioned in the text.
- What is necessary if personal hygiene is to become a habit?
- Is spring water always safe?
- If safe spring water is found at the bottom of a hillside, what, if anything, needs to be done?
- Say in your own words what women are trained to do in some countries.
- If you have to drink water that may not be safe, what should you do?
- Read the text again, then copy this diagram in your exercise book, writing one of these expressions for each space:

sand filter spring rainwater
 earth impervious layer stones
 hillside

How springs are formed



2 Vocabulary 1: The prefix *un-*

Study these boxes. Then copy and complete the sentences below them.

This water is dirty and **not** safe to drink.
 I am **not** feeling well.
 Here the prefix **un-** means — .

It is **unsafe** to drink.
 I am feeling **unwell**.

If I **unwrap** a present, I do the *opposite* of wrapping it up.
 If I **unlock a door**, I do the *opposite* of locking it.
 Here the prefix **un-** means — .

Writing

Choose one of these words for each gap and write it in your exercise book:

untidy unexpected unpleasant uncertain unlock unhelpful unscrew
unable unfortunate unblock unwise unlikely

- BAKARI I think this is the right key, but I can't turn it in the lock. I'm afraid I'm (1 —) to (2 —) the door.
- MOUSSA What a nuisance for you! How very (3 —).
- BAKARI Yes. It's surprising, too. It worked all right this morning. So this is quite (4 —).
- MOUSSA Why don't you hit the lock hard with something?
- BAKARI That might damage it. It would be very (5 —) to do that and most (6 —) to succeed. What an (7 —) suggestion! Why are you looking through the keyhole? I don't want you to see the mess in my house. I'm afraid it's rather (8 —).
- MOUSSA I want to see if there's something in the lock. Yes, there is! It looks like chewing gum.
- BAKARI It can't be. That seems very (9 —).
- MOUSSA Well, whatever it is, it's blocking the keyhole and the lock.
- BAKARI Are you going to (10 —) it for me?
- MOUSSA I suggest that you remove the door, (11 —) the lock and then remove the gum. You look doubtful. You are (12 —) about this idea.
- BAKARI How can we remove the door without opening it first?



Crossword puzzle

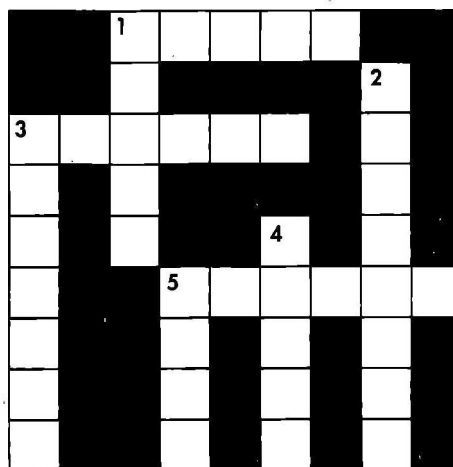
F _ L T _ R C R _ C K F L _ W C _ _ S _

The words in the box can be used as nouns and as verbs. The missing letters are vowels.

Copy and complete the clues and the puzzle using the words in the box. When you use one as a verb, be careful to use the right form.

ACROSS

- 1 Don't use that cup. There's a — in it.
- 3 The storm yesterday — several road accidents.
- 5 A — helps to make water safe.



DOWN

- 1 The investigators have now established the — of the accident.
- 2 It is safe to drink this water because we have — it.
- 3 When the stone hit the windscreen, it — the glass.
- 4 The River Nile — into the Mediterranean Sea.
- 5 The doctor was able to stop the — of blood from the wound.

Speech: Word stress

- a** Some words with these endings **-ance, -ence, -ness, -ly-** have a stress on the first syllable. Practise saying these words:

distance	entrance	influence	business	kindly	probably
patience	audience	relevance	kindness	nearly	totally
presence	evidence	darkness	sickness	badly	equally
absence	violence	harness	deadly	daily	finally
balance	ambulance	witness	friendly	easily	skilfully

- b** Two-syllable **verbs** ending in **-ly** stress the **ly**, which is pronounced /lai/. Practise saying these verbs:

apply supply comply reply imply rely (on)

- c** Practise these sentences:

- 1 The witness came from a distance to give evidence about the violence.
- 2 The audience waited patiently in the darkness.
- 3 I will probably start a totally new business.
- 4 We can supply nearly everything very cheaply.

Communication 1: Expressing general truths and habitual actions

- a** Study this conversation:

Ex: CITY DWELLER Living on a farm, you must feel close to nature.
 FARMER Yes, on the whole. I don't have a watch. I usually get up with the sun. It rises at about 6.00 a.m.
 CITY DWELLER And I suppose you go to bed when it sets?
 FARMER Maybe you city people do that. But I relax, watch television and sometimes we have a party or celebration of some kind.



- b** Read these sentences and decide which phrase goes in each gap. Write them in your exercise book:

the present simple tense the present simple tense a habitual action a general truth

- 1 'I get up' expresses (——). Get is in (——).
- 2 'It rises' expresses (——). Rises is in (——).

Speaking

Team game

- Work out in your head how to complete each sentence with a suitable verb from the verb list. Choose the right form of the verb.
- Play the game like this:

TEAM A MEMBER Sound travels faster than light. True or false?

TEAM B MEMBER False. Sound doesn't travel faster than light. Light travels faster than sound.

		VERB LIST
1	The sun (—) in the east.	eat
2	Water (—) at 150°C.	have
3	The planets (—) round the moon.	import
4	The moon (—) round the earth.	study
5	Astronomers (—) the universe beyond the earth.	come
6	Astronauts (—) into space.	go
7	Astronauts always (—) green suits.	boil
8	Rain (—) on the moon all day and all night.	wear
9	Nine planets (—) round our sun.	export
10	Sound (—) faster than light.	bark
11	Spiders (—) ten legs.	rise
12	Cats (—).	travel
13	Dogs (—) grass.	fall
14	Kangaroos (—) from Japan.	strike
15	Whales (—) in the oceans.	live
16	Mount Kenya (—) snow on its summit.	float
17	Wood (—) on water.	
18	Our country (—) motor vehicles.	
19	Our country (—) cocoa.	
20	A lump of metal (—) from the sky when lightning (—).	

Speaking
in
pairs

Discuss what you do at weekends. Be imaginative. Use the present simple tense.

Ex: ABDOUL What do you do at weekends?
 BRIGITTE I sometimes go parachuting.
 ABDOUL You mean you jump out of a perfectly good plane for fun?
 BRIGITTE Yes. It gives me a great thrill.

Writing




Write the correct form of each verb in brackets in your exercise book. Use negative and question forms where indicated.

SITA We (1 *get*) our water supply from a spring.
 FANTA (2 — *it provide*) very clean water?
 SITA Yes. It (3 *give*) us excellent water. The spring is under this piece of concrete. The water (4 *come*) out of the hillside here.
 FANTA I can't see the water.
 SITA No. The concrete (5 *cover*) it and (6 *keep*) it clean. It (7 *negative allow*) anything to fall in.
 FANTA I see. So the concrete also (8 *prevent*) children playing in the water.
 SITA Yes. The water (9 *flow*) into this tank. It used to flow in to a pool down here. But it (10 *negative go*) there any longer.
 FANTA Where (11 *it go*) from the tank?
 SITA Pipes (12 *take*) it to different parts of the village. This way, the water (13 *negative get*) dirty, and so our people (14 *stay*) healthy. They (15 *negative get*) diseases from water.

Match each word or phrase with its meaning or illustration of its meaning.

WORD OR PHRASE

MEANING OR ILLUSTRATION

- | | |
|---------------------------|--|
| 1 according to | a) take care of, care for |
| 2 be to blame for | b) keep safe from |
| 3 combined with | c)  |
| 4 come out | d)  |
| 5 fall on | e)  |
| 6 go into | f) enter |
| 7 look after | g) two or more things taken together |
| 8 over (an amount) | h) be responsible for something bad |
| 9 protect against | i) depend on, need or trust |
| 10 rely on | j) more than |
| 11 sink through | k) in proportion to |

Writing

Choose the appropriate expression for each gap and write it in your exercise book:

rely on combined with over in proportion to into against to blame for
 looking after protect look after

I must (1 —) my corn (2 —) insect attack. Insects are (3 —) many of my losses in recent years, and (4 —) the damage done by birds, I think I sometimes lose (5 —) half my crop.

When my corn is nearly ready to harvest, I employ a boy to (6 —) it. He spends a lot of time in my field and I can (7 —) him to do a good job. But if I give him other work, if, for example, I send him (8 —) town to buy something for me, I know the crop suffers. In fact, I am sure that the size of my crop will be (9 —) the amount of time my boy spends (10 —) it.

6 Punctuation: Before *and*, *but*, or

The rules about punctuating before *and*, *but* and *or* are not rigid. But the guidelines in this table will help you. Study them. Now say which of the rules 1– 9 each sentence follows.

	NO PUNCTUATION BEFORE IT	COMMA BEFORE IT	FULL STOP BEFORE IT
and	1 When joining words and phrases and short and medium-length clauses	2 Only when adding a very long or different clause	3 Rare
but	4 Rare	5 Often used	6 Often used
or	7 Normal	8 Not usual	9 Not usual

- A The largest member of the deer family is the moose, which lives in North America. But the largest of all land animals is the elephant, which lives in Africa and Asia.
- B The male moose has enormous leaf-shaped antlers sometimes measuring nearly one and a half metres across, but the female only has a knob on its head.
- C Either one, two or three young are born in the spring.
- D When fully grown, a male moose may be nearly two metres high and may weigh as much as 635 kilograms.
- E Moose live during the summer in thick, damp forests, and with their heavy humped shoulders and large square heads they can charge through the thickest undergrowth.

Writing

Write out this paragraph, adding commas or full stops only where necessary.

The ancient civilisations of Mexico, although not as old as those of Egypt or Mesopotamia, almost certainly began many centuries before the time of Christ. Between the 10th and 15th centuries people called the Toltecs ruled central Mexico and people called the Aztecs were farmers and paid money to them but gradually the Aztecs developed a powerful army and took control of Mexico. They were a warlike people but they were not as strong as the few hundred Spanish soldiers led by Hernan Cortes who arrived in 1519. Within two years Cortes and his men conquered the Aztec lands and for the next three centuries Mexico, under the name of new Spain, was part of the Spanish Empire. The Spanish tried to convert the Mexicans to Christianity but on the whole they were more interested in obtaining the great wealth of gold and silver from the Mexican mines. The land was divided into huge estates and the Indians of Mexico became mere slaves.



a Imagine a big sailing ship far from land, somewhere near the South Pole.

There are big icebergs here and no life except albatrosses, big birds which seamen considered lucky. One of these birds came to the ship and used to take food from the seamen. Then one of the seamen did a terrible thing and shot the albatross. The first verse tells how the ship continued its voyage, entering the Pacific Ocean and sailing towards the equator. Then, suddenly, the ship was becalmed, that is, there was no wind to fill its sails, so it couldn't move. There was no rain either.

b Read the poem silently. Then answer the questions that follow it.

From **The Rime of the Ancient Mariner**

The fair breeze blew, the white foam flew,
The furrow follow'd free;
We were the first that ever burst
Into that silent sea.

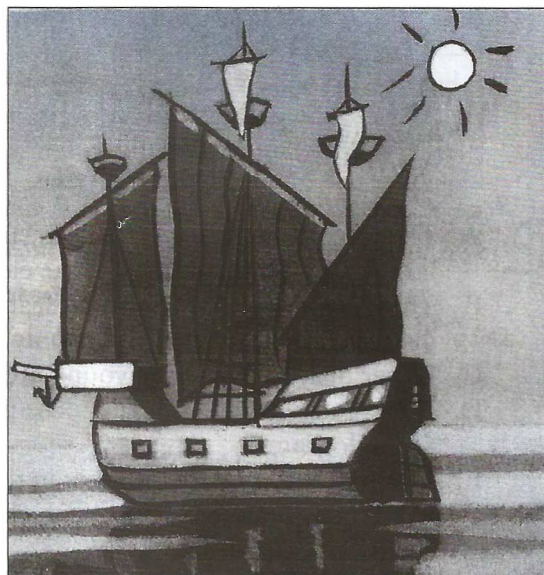
Down dropt the breeze, the sails dropt down,
'Twas sad as sad could be;
And we did speak only to break
The silence of the sea!

All in a hot and copper sky,
The bloody Sun, at noon,
Right up above the mast did stand,
No bigger than the Moon.

Day after day, day after day,
We stuck, nor breath, nor motion;
As idle as a painted ship
Upon a painted ocean.

Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink.

Samuel Taylor Coleridge



furrow: track left behind a moving ship

idle: not moving

shrink: become smaller, often because of dryness.

- 1 In the words *breeze blew* the poet repeats the letter *b*. This adds to the sense of the wind blowing the ship. Quote two other examples of repeated letters in this poem.
- 2 The first and last words in a sentence or line are often important. What important word comes both first and last in a line in this poem? Why is it so important? Does placing it first add to its effect?
- 3 What sort of information do *copper* and *bloody* give us about the sky and sun? Why has the poet chosen these words rather than other more usual adjectives?
- 4 What does *breath* refer to in *nor breath nor motion*?
- 5 What does the writer compare the ship to in order to show how still it was?
- 6 Why was there no water to drink when there was *water, water, everywhere*?

Communication 2: Emphasising the present

a Study this conversation.

MARIE What does the Music Society do?

JOSEPHINE We ask musicians to come and teach us how to play various instruments.

MARIE And what are you doing this term?

JOSEPHINE We're offering a series of guitar lessons.

b Now choose the correct phrases and write the completed sentences in your exercise book.

- 1 The present (*simple/continuous*) is used to say what the Music Society does *every term* as a *regular* activity.
- 2 The present (*simple/continuous*) is used to say what is happening *this term* and to emphasise the *present*.

NOTE: The passive form: A new concert hall is being built at the moment.



Speaking
in
pairs

Use this table to hold conversations like the one above.

	EVERY TERM	THIS TERM
Geographical Club	<ul style="list-style-type: none"> * visit places of geographical interest (e.g. dams, mines, farms) * invite experts to give talks 	<ul style="list-style-type: none"> * making detailed survey of local crops * talks on volcanoes and earthquakes
Photography Club	<ul style="list-style-type: none"> * teach members basic skills * provide facilities for processing films * hold an exhibition of members' photographs 	<ul style="list-style-type: none"> * course on flash photography * adding new equipment * exhibition on animal photography
Music Club	<ul style="list-style-type: none"> * provide instruments for practising * invite musicians to give lessons * give concerts 	<ul style="list-style-type: none"> * adding to our collection of instruments * course of guitar lessons * concert of early jazz
Community Action	<ul style="list-style-type: none"> * give practical help to people in need * increase public awareness of the need to help others * raise money for people in need 	<ul style="list-style-type: none"> * helping disabled people improve their homes * inviting speakers from the Red Cross * raising money for AIDS victims
Art Club	<ul style="list-style-type: none"> * visit art galleries and exhibitions * ask experts to give demonstrations and lessons * have meetings when members draw, paint or sculpt 	<ul style="list-style-type: none"> * series of talks on modern African sculpture * course on making pottery * a drawing competition

Add ideas of your own.

Writing

Decide whether each verb in brackets describes a habitual action or emphasises a present one. Write it in your exercise book in the appropriate tense.

A Farmers in this area (1 *grow*) many crops. Every year they (2 *plant*) maize, groundnuts, beans and cassava. This year, some farmers (3 *grow*) rice for the first time. At the moment the Ministry of Agriculture (4 *encourage*) them to do this and has promised to pay a good price for their crops this year.

- B Have a look around my shop. As you see, I (5 *sell*) books. I also (6 *supply*) exercise books and other stationery. These are my main sources of income. However, this year I (7 *try*) to expand a little. So I (8 *sell*) cassettes too and I (9 *launch*) a campaign to persuade people to buy cards to send to each other. At the moment I (10 *do*) a lot of advertising in the local press.
- C The school (11 *do*) very well at football this term. Our team (12 *play*) superbly this season. We have beaten most other schools in the area. As you know, we have a strong sporting tradition here. We always (13 *produce*) good teams and every year we (14 *give*) our opponents a tough time.

9 Composition: A letter to a pen-friend

Write a letter to a pen-friend. If necessary, look at the Guidelines in Unit 8 as well as the following.

Guidelines How to plan your letter

Have a separate paragraph for each topic. Some suggestions:

- 1 Ask if your friend is well. Say if you are well.
- 2 Thank your friend for his or her last letter. If any part of it was especially interesting, mention it.
- 3 In a recent letter, your friend described the climate and rainfall in his or her own area. It is your turn now to describe the climate and rainfall where you live. Say how people obtain water.
- 4 Describe some entertaining thing you have done recently. Perhaps you watched an exciting match or other public event or meeting, saw a good film, visited an interesting town, factory, farm, and so on.
- 5 Write a paragraph on a topic of your own choice.
- 6 Say that you enclose a photograph of yourself. Say something about it - when it was taken, by whom. Say who else is in the picture beside you. Ask if your friend likes it.

Consolidation Exercises

A Vocabulary 1: The prefix un-

Write in your exercise book the correct word for each gap:

uncontaminated uncovered uncooked unpainted unarmed undiagnosed unpaid

- 1 You'll be sick if you eat (—) plantains.
- 2 My old house is ugly because its walls are (—).
- 3 This patient is worried. His illness is (—) after many laboratory tests.
- 4 It is important to drink (—) water.
- 5 We can't leave the hotel because our bill is (—).
- 6 It is wrong for soldiers to attack (—) civilians.
- 7 Animals may fall into (—) wells.

B Communication 1: Expressing general truths and habitual actions

Write the correct form of each verb in your exercise book. Use negative forms, e.g. **doesn't repair**, **don't repair**, where they make sense.

- 1 A mechanic (*repair*) and (*service*) vehicles. He (*repair*) watches.
- 2 Bees (*visit*) flowers and (*collect*) nectar and pollen and (*make*) honey. When people (*find*) their nests, they (*take*) the honey. If they are lucky, the bees (*sting*) them.
- 3 It's a short journey: it (*take*) long.
- 4 Mr Dieng is a farmer. He (*work*) hard all day. He (*hoe*) his fields and (*plant*) maize and other crops. He's happy: he (*like*) being a farmer. He (*like*) the idea of working in an office all day.
- 5 There is no train service today because it's Sunday. Trains (*run*) on this line on Sundays. In this area people (*stay*) at home on Sundays. They (*travel*).
- 6 When he was a boy, my father was good at football. But he (*play*) football any longer. Instead, he (*play*) card games.
- 7 These shoes are cheap: they (*cost*) much. But I am afraid this kind (*last*) long.

C Vocabulary 2: Some prepositions and prepositional verbs

Write one of these prepositions in each gap:

after through against over out after for on with into to

- 1 To get to the other side of the mountain, we used to drive round it. Now they have made a tunnel (—) the mountain, so you drive (—) the tunnel at one side of the mountain and come (—) at the other side.
- 2 Is it easy for a mother to find someone to look (—) her child while she works in an office?
- 3 I am paid according (—) the number of hours I work.
- 4 High winds combined (—) old age are to blame (—) the bad condition of our roof. It will no longer protect us (—) a heavy shower of rain.
- 5 (—) 30 students have got 'flu.
- 6 My brother looks (—) the shop on Fridays and Saturdays. I rely (—) him to sell a lot of goods on those two days.

D Communication 2: Emphasising the present

Choose the correct verbs and write them in your exercise book.

- 1 Normally I (*work / am working*) on my own farm. But this week I (*help / am helping*) my neighbour. He (*makes / is making*) a new field. We (*remove / are removing*) tree stumps together and it is hard work.
- 2 This is an excellent dog. As you can see, he (*sit / is sitting*) quietly at my feet at the moment, but whenever he (*sees / is seeing*) a hare, he (*runs / is running*) after it at high speed and usually (*catches / is catching*) it.
- 3 My sister is an artist. She (*paints / is painting*) pictures and then (*sells / is selling*) them if she can. This is the way she (*makes / is making*) a living. This year she (*does / is doing*) something new in addition to her painting: she (*learns / is learning*) to carve wood.

WATER

1 Reading: The Naigaon Experiment

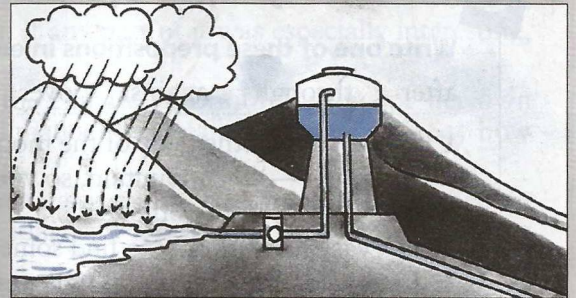
BRAINSTORMING

- ☆ Do you know of an area where there is not enough water?
- ☆ What could be done to obtain more water and distribute it fairly?

a As you read, decide who this text is written for and if it is relevant to people in your area.

THE NAIGAON EXPERIMENT PRIZE WINNER

A system for conserving and managing water in a dryland farming area in India. The scheme has technical and social aspects. Water is collected, filtered and then distributed according to the needs of each farming family.



What is it?

This is a method of collecting and sharing water in an area where it is not certain how much rain will fall or when it will come. The aim is to grow as much as possible in years when there is plenty of rain and to keep losses small when there is not so much rain.

How much does it cost?

The first step in achieving this aim is to conserve the rainwater that flows from the hillsides around a village. At the higher levels, reservoirs and barrages are built and tanks are used for filtering water. Lower down, open wells are dug and fitted with electrically operated pumps to obtain the water from the higher places where it is stored.

Who uses the water?

The water is shared in the villages according to the number of members in each family and *not* in proportion to the size of a farm. Each person gets

enough water to irrigate 0.2 hectares of land over the whole year. If a family owns more land than this, the rest of the land has to rely on natural rainfall. The scheme also prohibits crops requiring a lot of water.

The results

After three years of operation in Naigaon village, the production of cereals was twenty times larger than in previous years of drought.

The scheme also includes the education and training of young unemployed people to serve as agricultural consultants.

To find out more

There is a wealth of documentation material, including a video cassette produced by the Tata Institute of Social Science.

Contact: Mr V.B. Salunke, Gram Gaurav, Pratishthan, 670 Hadapsar Industrial Estate, PO Box 1202, Pune 411 013, INDIA. Telephone 70158.

b Answer these questions:

- What sort of information does the section of text beginning 'A system for conserving ...' give the reader? Choose one of these answers:
a) Background information c) A summary e) An introduction
b) An example d) Comparison f) A piece of history
- What sort of region is this system intended for?
- What aspect of the scheme is described in the paragraph starting 'The first step ...'?
- What aspect is described in the paragraph beginning 'The water is shared ...'?
- What phrase tells us that a large family will receive more water than a small one?
- If a family had five members, what area of land could it irrigate with the water it would be given?
- When a family has more land than 0.2 hectares per person, how do the crops grown on this extra land get water?
- How do you know the scheme has been successful?
- What should a person do to find out more about the scheme?
- What is the aim of the authors in writing this account of the scheme?
- Do you know of any methods of water conservation in your area?

2 Reading skill: Words that say *how*

The conversation below includes nine words which say *how* something is done. But some of their letters are missing. Use the puzzle to work out what the words are and write them in your exercise book. One word in the puzzle has been ringed to show you how to use it.

DRIVER (1 _ OW) are we going to remove this tree trunk and continue our journey?

PASSENGER A One (2 W _ _) would be to cut it in half and roll the pieces out of the way.

DRIVER But we have only a small saw. Look at the size of this log! We have no (3 M _ _ _ S) of cutting such an enormous thing in half.

PASSENGER A But even with a small saw you can cut up a big thing if you use the right (4 S _ S _ _ M): you make many small cuts at an angle.

DRIVER But that would take years! If we set to work in the (5 MAN _ _ _) you suggest, we'd never finish the job. It's not a sensible (6 M _ _ H _ _) to try.

PASSENGER A I know a good (7 T _ C _ N _ _ UE). We could move it (8 _ Y) using a long pole as a lever.

DRIVER I can't see anything strong enough for that.

PASSENGER C I think we should adopt a completely different (9 S _ _ AT _ _ Y). Cut a new track through the bush beside the present one and drive on our way.

T	M	L	M	S	O	U	R	S
E	E	A	E	A	S	S	I	T
A	A	C	T	P	Y	R	I	R
S	N	C	(H)	(O)	(W)	S	F	A
E	S	A	O	N	E	O	H	T
B	R	U	D	L	I	W	S	E
S	Y	S	T	E	M	Q	A	G
E	N	E	R	G	Y	E	U	Y
W	M	A	N	N	E	R	P	E

3 Vocabulary 1: Nouns ending in *-ist*

Work out what word goes in the gap and write it in your exercise book.

A person who is interested in **conservation** is a **conservationist**.
An expert in **archaeology** is an **archaeologist**.
A person who studies **zoology** is a _____.

a) Match each word with its meaning.

b) Arrange the words into four groups and write them down under these headings:

musicians scientists and medical specialists people with certain beliefs and attitudes
people who do other things

WORDS

- | | | | | | | |
|-------------|--------------|---------------|-----------------|----------------|--------------|-------------|
| 1 guitarist | 2 tourist | 3 communist | 4 novelist | 5 psychiatrist | 6 atheist | 7 pianist |
| 8 biologist | 9 optimist | 10 geneticist | 11 psychologist | 12 racist | 13 cellist | 14 botanist |
| 15 pacifist | 16 pessimist | 17 organist | 18 chemist | 19 journalist | 20 economist | 21 artist |

MEANINGS

- | | | |
|---------------------------------------|----------------------------------|-----------------------------------|
| a) expert in genetics | b) organ player | c) expert in chemistry |
| d) hopeful about the future | e) writes for newspapers | f) visits places on holiday |
| g) plays the guitar | h) doctor for mental illness | i) specialises in one of the arts |
| j) studies living things | k) plant specialist | l) piano player |
| m) treats people of other races badly | n) doesn't believe in God | o) expert in economics |
| p) plays the cello | q) writes novels | r) studies human behaviour |
| s) believes in communism | t) thinks bad things will happen | u) is against violence and war |

Writing

Copy this rhyme, writing a noun ending in *-ist* wherever there is a space.

I'd like to be an —
And paint attractive scenes,
Or else a busy —
And write for magazines.
Life isn't one big problem,
I'm not a —.
My state of mind is healthy,
I need no —.



In fact I'm an —
And I think things will go well.
And wealth? Ask an —,
I really cannot tell.
One day I'll do some travelling
And go with other —
And listen in the evening
To singers and —.

4 Speech: Pronunciation: the sounds /ɪz/, /s/ and /z/

Speaking (In groups of four or six students)

Competition • The *-s* or *-es* at the end of some plural nouns and verb forms is pronounced in different ways, depending on the sound before it. Study the chart to see the different ways:

AFTER S, X, SH, CH, GE: ADD THE EXTRA SYLLABLE /ɪz/	AFTER UNVOICED CONSONANTS: -ES/S IS PRONOUNCED /s/	AFTER VOWELS AND VOICED CONSONANTS: -ES/S IS PRONOUNCED /z/
buses watches glasses teaches boxes ages foxes washes dishes	likes hopes backs lights docks rates locks moths laughs chiefs	dries bags tries dogs flies drives bays smiles goes wells shows swims jobs loads

NOTES: *Cloth* is pronounced /kloth/
clothes is pronounced /kloʊðz/

- Sort the words below into three lists according to whether the end of the word is pronounced /ɪz/, /s/ or /z/. Say them to each other while doing this.
- Correct your lists from those on the board.
- The group with lists that are most nearly correct wins.

loaves	scores	words	lights	watches	buses	tries
hopes	washes	hits	bays	walks	swims	docks
dogs	ditches	goes	teaches	reaches	drives	thieves
cries	wells	loads	boxes	locks	pays	jobs
laughs	wishes	foxes	places	does		

Listening
and
speaking

Some words are distinguished only by the consonants /s/ and /z/.

- a) First, listen and name the line (1 or 2) of the word you have heard. Then practise saying them.

1 race raced rice price lice
2 raise raised rise prize lies

1 face bus fist piece ice
2 phase buzz fizzed peas eyes

- b) Which sentence have you heard?

- a) Our *backs* got very dirty in the lorry.

b) Our *bags* got very dirty in the lorry.
- a) The bank *rates* are very worrying.

b) The bank *raids* are very worrying.
- a) Do you know what the *prize* is?

b) Do you know what the *price* is?
- a) How many *seeds* do we have?

b) How many *seats* do we have?
- a) There is dust in my *eyes*.

b) There is dust in my *ice*.

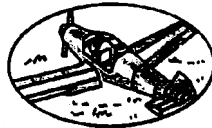
5 Communication 1: Very, too, enough

- a) Study these two conversations

MR SIKI I want to fly to the capital.

PILOT I only have this two-seater. It's very small.

MR SIKI I'm going by myself, so it's big enough.



MRS DJIKE I want to fly to the capital.

PILOT I only have this two-seater. It's very small.

MRS DJIKE I see. It's **too** small for my family. It's **not** big enough for the six of us.

PURPOSE: to carry one person
PLANE: big

PURPOSE: to carry six people
PLANE: small, big

b Choose the correct words and write them in your exercise book:

purpose enough very general big small too

- 1 The plane is (—) small because it is much smaller than most planes
- 2 A plane is big (—) if it has two seats and there is one passenger.
- 3 A plane is not (—) enough if there are six passengers and it has only two seats.
- 4 If a plane is not big enough, it is (—) small. It is too (—) if it hasn't enough seats for all the passengers.
- 5 We use very to talk about a thing in a (—) way.
- 6 We use enough and too when there is a particular need or (—).

Speaking
in
pairs

Use card A and card B on page 136 to hold conversations like this:

- Ex:** AWA I need an envelope for this photograph.
 ABDOUL You can have this one.
 AWA I'm afraid that's too small/not big enough.
 ABDOUL Here's one which is 20 cm by 25 cm.
 AWA That's too big! I don't need one that size.
 ABDOUL What about this one? It's 12 cm by 17 cm.
 AWA Yes. That will be all right. Thank you.



8 cm x 11 cm

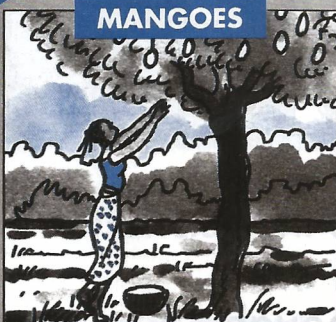


10 cm x 15 cm

CARD A

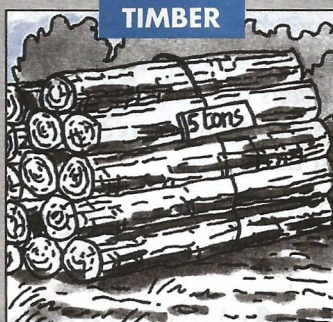
PURPOSES

MANGOES



"I need a long stick to reach those mangoes."

TIMBER



"... a vehicle to carry some timber ..."

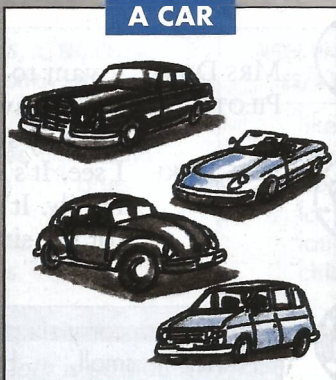
PHOTOGRAPH



15 cm x 10 cm

"... an envelope ..."
10 x 15 cm

A CAR



A SHRUB OR A TREE

Height

A rose	1,6 m
A hibiscus	2 m
A barkinnia	3 m
A cassia	9 m
A jacaranda	12 m

A HOLIDAY

Suggest places to travel to. Choose some that are nearby and others that are far away.

ITEMS

Writing

For each gap write **too**, **very** or **enough** in your exercise book.

- HUSBAND This bicycle looks (1 —) nice. It looks fast (2 —) and it's light (3 —). In fact, it's (4 —) like the one we used to have.
- WIFE Yes, it looks good (5 —) and it's (6 —) stylish. But look at the price! We can't pay that much. It's (7 —) expensive. And it's very big. It might be (8 —) big for me.
- SALESMAN You have made a (9 —) good choice, sir. This is an excellent bike.
- HUSBAND But the paintwork is scratched and there's rust here and there. It's an old bike. You are asking (10 —) much for it. It's not worth \$300. It's (11 —) old.
- WIFE It has the same pedals as our old bike.
- SALESMAN All right. Give me \$250. That's (12 —) cheap for this bike.
- HUSBAND I'll give you \$150 for it.
- SALESMAN But I paid \$200 for it. \$150 is (13 —) little. It's impossible. I'll make a loss on it at that price.
- HUSBAND \$150 is high (14 —).
- SALESMAN The previous owner looked after it (15 —) well.
- WIFE Yes. He did. I recognise this repair. It's our old bike. Call the police!

6 Vocabulary 2: Some adjectives and participles with prepositions

Notice the preposition that follows each adjective or participle in these tables:

a Words that express having:

PREPOSITION: with (General meaning: to have)	
Example	Specific meaning
The car is fitted with seat belts.	They are fixed in position. May or may not be fixed.
The school is equipped with 10 computers.	
We have been supplied provided with new uniforms.	Given
The room is furnished with forty desks and one table.	Furniture or other things. Inside it. Many of them close together.
The suitcase was filled with books.	
The school was crowded with visitors.	

b Words that express feelings:

with a person or thing	about the thing that causes the feeling
I'm annoyed with Peter.	I'm annoyed about the delay.
Peter is angry with me.	They were angry about the mistake.
I am pleased with her.	Are you worried about her/the delay?
I am pleased with her work.	I'm sorry about your bad news.
Are you bored with village life?	They're glad about my success.
He was delighted with the present.	Are you excited about your visit to Japan?
They were disappointed with the result.	We're upset about his illness.
	She's nervous about the journey.

NOTE: Pattern with **angry**, **pleased**, **annoyed**:

I was pleased **with** them **for** working so well.
He was angry **with** me **for** falling asleep.



Write the correct words in your exercise book.

IDRISSA Come and look around my new house. On the whole I'm pleased (1 *for / with*) it. In fact, I'm quite excited (2 *about / for*) it. Here is the sitting room. It's (3 *bored / filled / fitted*) with boxes, crates and packing cases at the moment because I haven't had time to unpack them. Here's the kitchen. As you can see, it's equipped (4 *about / for / with*) every kind of appliance — a microwave oven, a dishwasher, etc. This cooker is very modern. It's even (5 *crowded / fitted / delighted*) with a device that removes kitchen smells. It has a computer and is quite complicated, so I'm a bit (6 *nervous / glad / disappointed*) about it. But I'm very (7 *furnished / disappointed / pleased*) with the man who (8 *supplied / filled / fitted*) me with it. He gave me a 30% discount.

IBRAHIM Are you glad (9 *about / with / for*) everything?

IDRISSA No. I wanted dark blue carpets and these are pale blue. So I'm (10 *disappointed / worried / bored*) with them. but I'm pleased (11 *about / for / with*) the workmen (12 *about / for / with*) fitting them so well.

7

Summary



Which of the following summaries of the passage on page 124 do you think is the best one? Give your reasons.

- 1 The Naigaon Experiment is a method of increasing rainfall so that agricultural losses can be completely avoided. Tanks, reservoirs, barrages and percolating tanks for filtration are built. Wells are dug by means of electrically operated pumps. The water is then distributed according to the demands of individual farmers.
- 2 The Naigaon Experiment is a strategy for uniting a village socially, using rainwater to encourage cooperation. In three years, twenty times as much water has been preserved as in previous years of drought. Once water has been collected, it is distributed to farmers who have learnt how to use it. They are only allowed to grow crops which do not need large quantities of water.
- 3 The Naigaon Experiment is a method of saving and storing rainwater and then distributing it fairly and prudently among villagers.

8

Communication 2: How things are



Guess the object

The present simple is used to express thoughts, feelings and certain facts.

- a) Study this conversation and the box. Then, from this list of words, write in your exercise book the correct word for each gap.**

doesn't does feel feel feels

SEKOU Guess what I have in my hand.

RENÉ Does it feel hard?

SEKOU No, it doesn't feel hard. It feels firm.

RENÉ What shape is it?

SEKOU It's oval.

RENÉ I think it's an egg.

PRESENT SIMPLE

STATEMENT: It **1** — hard.

QUESTION: **2** — it **3** — hard?

NEGATIVE: It **4** — **5** — hard.

SEKOU It doesn't feel smooth like an egg and it's not hard.

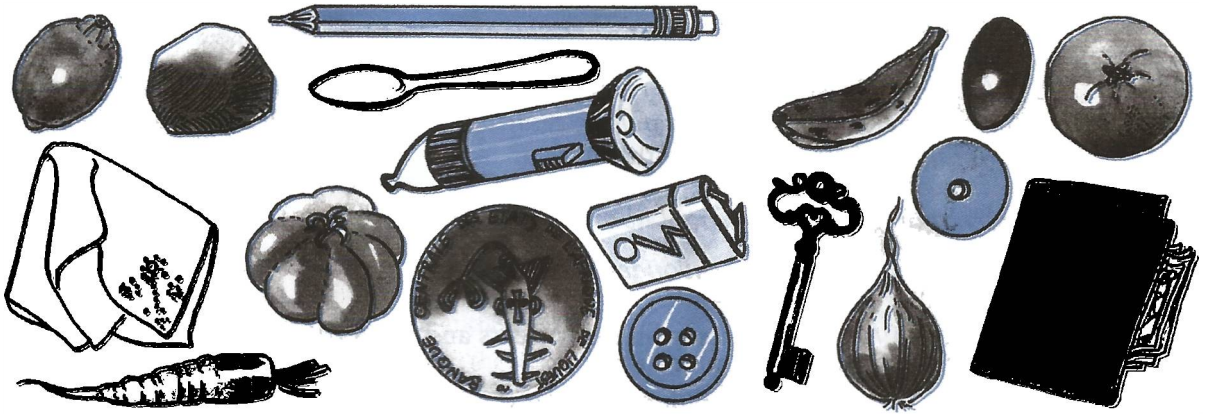
RENÉ I know what it is. It's a lemon.

SEKOU Yes.

Other verbs of thinking, liking, feeling used mainly in the simple (not continuous) tenses: **like, dislike, love, hate, doubt, believe, understand, guess, imagine, intend, prefer, remember, suppose, want, wish.**

See, taste, hear and smell are often used with **can**.

- b) • **One partner chooses one of the objects illustrated.**
 • **The other partner guesses what it is by asking questions.**
 • **Hold conversations like the one above, using the adjectives provided below.**



ADJECTIVES

SHAPE

oval narrow round cylindrical thin curved flat irregular long tapering
 pointed like a ball crescent-shaped becoming wider at one end with a hole in it

FEEL

(very) soft firm hard rough smooth polished flexible

TASTE

sweet sour bitter have a strong taste

Speaking
in
pairs

Picture work

Study this conversation:

OFFICIAL Excuse me, does this box belong to you?

TRAVELLER Yes.

- OFFICIAL Could you move it, please? It's in the way.
TRAVELLER It's too heavy. It weighs about 200 kilos. It contains books.
OFFICIAL If you need some help, I'll give you a hand.

NOTE: Other verbs like those in colour are used mainly in the simple (not continuous) tenses: **apply to, belong to, contain, consist of, depend on, deserve, equal, fit, have, include, involve, look, matter, need, owe, own, possess, remain, require, resemble, seem, sound, tend, weigh**

Writing

Write out these conversations, using the appropriate tenses. In some cases the question form is required.

- a) A Where (1 *we, go*)?
B We (2 *go*) to the market.
A But this isn't the way to the market.
B I (3 *know*). It isn't the direct route. But I (4 *believe*) there are crowds of people on the normal road. They (5 *celebrate*) the return of a victorious football team. So that is why I (6 *take*) a different road to the market.
- b) (Student going up to the school librarian):
STUDENT Excuse me. I (1 *wonder*) if you can help me?
LIBRARIAN Yes, what is it?
STUDENT I (2 *write*) an essay on electric cars and I (3 *look*) for articles and books on this subject.
LIBRARIAN I see. Can you wait ten minutes? I (4 *repair*) these damaged books. When I've done that, I'll come and help you.
- c) A (1 *You know*) that man?
B (2 *You mean*) the one who (3 *work*) on that car engine?
A Yes. He's an interesting person. He's an engineer and he (4 *make*) his own cars. At present he (5 *design*) one that will use solar energy. He (6 *collect*) old cars, too. He (7 *own*) six very old cars and occasionally he (8 *drive*) one of them around the town.

9 Listening

- Read the paragraph with gaps below.
- Listen to the discussion and find information to complete the gaps.
- Write a suitable word or phrase for each gap in your exercise book.

Rainfall in (1 —) varies from place to place. The south has plenty of (2 —), but the (3 —) has much less. Sometimes all the rain in the north falls in one (4 —). In other years it falls over a period of three (5 —).

If the rain is (6 —), it can cause many (7 —). Where the land is flat, sometimes there is (8 —) and sometimes the (9 —) which farmers have planted are destroyed. Property may be (10 —) and people and animals may lose their (11 —).

If the rainfall is very low, herdsmen may have to take their (12 —) hundreds of (13 —) to find food and water.

10 Composition: A story from your life

Write an account of an important event in your life, to be printed in your school magazine or a local paper. Your purpose is to please your readers with an interesting story that they will enjoy. Choose one that will either tell them something about your personality and interests or give them a good example of one aspect of human nature.

Guidelines How to write a story

Organisation

First paragraph:

- * *Set the scene* for your story.
- * Give an idea of *where* it happened and *when*.
- * *Introduce* some of the main *characters*.
- * Say *what led up to the main events*.

Next two or three paragraphs:

- * *Narrate the main events*.

Last paragraph:

- * Say what happened in *the end*.
- * Briefly mention any *general thoughts* you had as a result — say how it affected your life or your attitudes.

Expression

Make your story come to life in these ways:

- * *Details*: describe the people, the setting; say how people did things, their movements, their faces. Give their actual words if it helps your story.
- * *Senses*: mention what people saw, heard, smelled, tasted, touched, how things felt.
- * *Colour*: mention colours where helpful.
- * *Thoughts and feelings*: say what people thought and felt. Mention their fears, excitement, amusement, pleasure, etc.

Consolidation Exercises

A Vocabulary 1: Nouns ending in -ist

Write the number for each word in your exercise book. Then write beside it the letter of the corresponding picture:

- 1 chemist 2 typist 3 pianist 4 pacifist 5 cellist 6 receptionist 7 artist
8 archaeologist



B Communication 1: Very, too, enough

Study the picture. Choose **very**, **too**, **enough** for each gap. Write the answers in your exercise book.

- 1 The man is (—) hot and tired.
- 2 The donkey can't go any further. It's (—) tired.
- 3 The man has put (—) much wood on the donkey.
- 4 The donkey is not strong (—) to carry it all.
- 5 The donkey can't get through the gateway. Its load is (—) wide and the gateway is (—) narrow.
- 6 The tree is (—) big and shady.
- 7 It is big (—) to provide shade for everyone.
- 8 The people under the tree are (—) happy.
- 9 The gateway is not wide (—) for the donkey and its firewood.

C Vocabulary 2: Some adjectives and participles with prepositions

Copy out these sentences in your exercise book, choosing the correct word.

- 1 Gisèle had a really good trip across the Sahara. She was absolutely (*disappointed* / *delighted* / *bored*) with it. She thought she would find all that sand very dull. But she wasn't (*bored* / *glad* / *excited*) with the journey at all, because the scenery kept changing. It was a comfortable journey, too. They had been (*provided* / *crowded* / *fitted*) with all sorts of good things to eat and drink. She wasn't worried (*for* / *with* / *about*) safety since the vehicles were (*fitted* / *equipped*) with spare parts of every kind and they had two mechanics with them.
- 2 Jean was rather (*equipped* / *nervous* / *crowded*) about his exam tomorrow, so I told him there was nothing to be (*worried* / *angry* / *bored*) about.
- 3 HEADTEACHER Are you (*pleased* / *equipped* / *glad*) with the new gymnasium?
TEACHER Yes. I'm really delighted (*with* / *for*) it. It's (*equipped* / *pleased* / *glad*) with all kinds of apparatus. The students are really excited (*for* / *with* / *about*) it, too.

D Communication 2: Talking about the present

Write the correct tense of each verb in brackets in your exercise book.

- 1 JULES What are you doing?
SOLANGE I (*draw*) a motorcycle.
JULES It (*look*) more like an insect. It (*seem*) to have antennae instead of handlebars.
SOLANGE I (*realise*) that. But I (*know*) what I (*do*). The next time you (*see*) a motorcycle, look carefully at it. Motorcycles (*sound*) like insects, too.
- 2 At the moment my brother (*study*) law. Sometimes I (*wonder*) what he will do when he qualifies. Lawyers do so many different things. Some (*become*) politicians; some (*take*) cases in court; others (*give*) legal advice to clients.
- 3 I (*look*) up 'bugwort' in my dictionary because I (*know*, negative) what it (*mean*). I (*have*) a good dictionary, but it is very heavy: it (*weigh*) at least two kilos.

SPEAKING IN PAIRS: CARDS

Unit 1

CARD B REPLIES

Negative

That would cost too much.
That would be too difficult.
He/she doesn't like ...
He/she wouldn't enjoy ...
He/she has got one/enough already.

Positive

Yes. That's an excellent idea.
Yes. He/she would love that.

Unit 2

CARD B

Mrs Konan	
The school farm	
New classrooms	
The football team	
Mr Kanaté	
The old headmaster's house	
Mrs Maïga	become head of maths
A photographic society	started
Mr Dieng	left the school
The athletics track	improved
The number of students	doubled
The playing fields	levelled

Unit 3

CARD B

School ... *Lycée Lamine Guèye*

Date *10th July*....

Opponents	SPORT					
	Football		Tennis		Basketball	
Lycée Beugre	May 5	W	April 9	W	April 7	L
Lycée Pigier	May 23	L	April 20	L	April 18	W
Lycée Marie Nianzou	June 6	L	May 3	D	May 7	W
Lycée Moderne	June 20	D	May 17	W	May 20	W
Lycée Figayo	June 28	W	June 1	D	June 4	D
Lycée Nelson Mandela	July 7	L	June 18	W	June 9	L
	NOT		YET		PLAYED	

Unit 4

CARD B

The motor-car	invented	last century.
Nelson Mandela	released from prison	in 1989.
The first matches	made	in 1827 in England.
The earliest books	made	in Egypt about 2,500 BC
The first paper	used	in China
Modern computers	developed	in the 1940s.

Unit 10

CARD B

PRESENT \ PERSON	THIERRY	LAURENCE	ABIBA
a book	never reads books	likes books best	often reads books
chocolates	likes chocolates a lot	never eats chocolates	quite likes chocolates
a cassette tape	often listens to music	loves music	seldom listens to music
a cake	occasionally eats cakes	likes cakes very much	likes cakes best
a carving	not intersted in carving	quite likes carvings	only likes carvings a little
a shirt/blouse	quite interested in clothes	likes new clothes a lot	not interested in clothes
a dog	likes animals best	doesn't like dogs	likes dogs very much

Unit 12

CARD B

PURPOSES

A CAR

Need: a car, not too expensive, but big enough for your family

A SHRUB OR A TREE

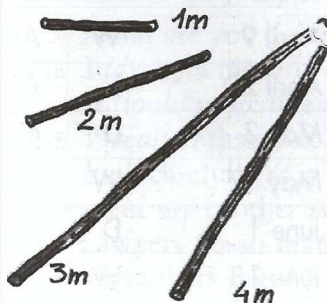
Need: a shrub or a tree to plant near your house. You decide how big.

A HOLIDAY

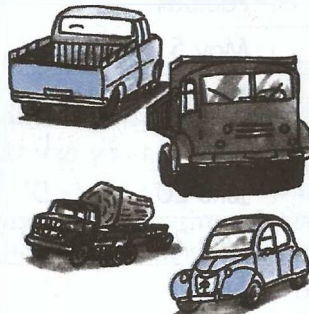
*Need: a holiday.
Comment on suggestions: "too far away", "not interesting enough", "too expensive", etc.*

ITEMS

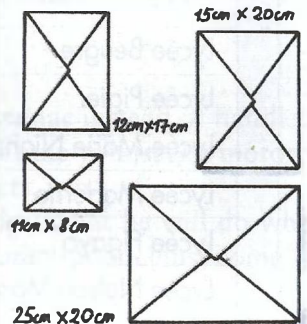
MANGOES



TIMBER



PHOTOGRAPHS



Grammar

A For each numbered space write either the past simple or past perfect form of the verb in brackets in your exercise book.

On October 28th 1974, Mohammed Ali (1 *stand*) — in the ring in Zaïre. Once more he (2 *be*) — the heavyweight champion of the world. He (3 *work*) — hard for months, training and dieting. Now he (4 *smile*) — to himself because he (5 *see*) — it all before as world champion.

His cheque for this fight would be big, but he (6 *be*) — no stranger to enormous purses: he (7 *earn*) — thousands of dollars in his first championship fight against Sonny Liston on February 25th 1964.

'Ali, are you going to donate some money to a hospital in Zaïre?' a journalist (8 *ask*) — him.

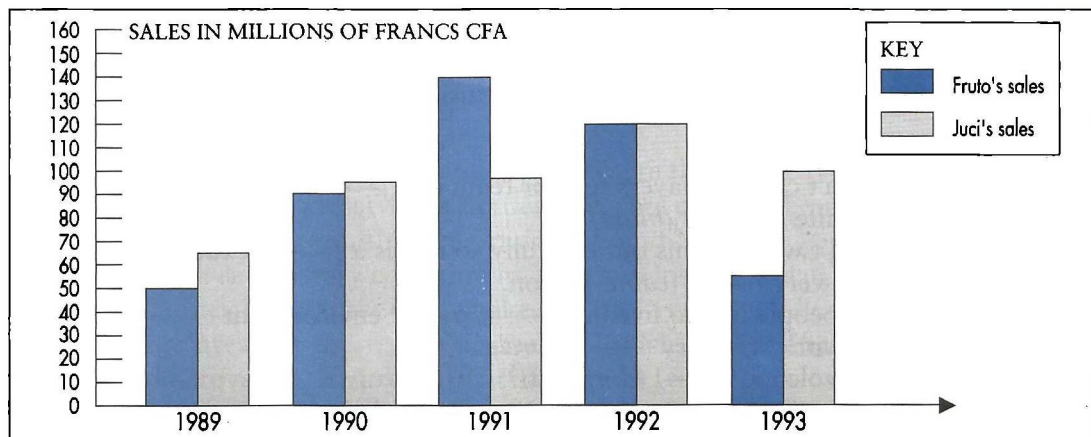
It (9 *be*) — a silly question. Everyone (10 *know*) — that Ali (11 *donate*) — thousands of dollars previously to charities in Africa and America.

B Write the appropriate preposition for each gap. Choose from the following list:

about at beyond for from in into of out to

- 1 A poor diet often results (—) ill health.
- 2 Poverty sometimes leads (—) crime.
- 3 The new water supply will bring (—) an improvement in our health.
- 4 Who is responsible (—) the decision to build a factory here?
- 5 This sum is too complicated for me to work (—) in my head.
- 6 What shall I pack these books in? We've run out (—) boxes.
- 7 When the war broke out, the school was turned (—) a hospital.
- 8 Drive past my house and turn left just (—) it.
- 9 My house is the last one in the road. It's (—) the very end of it.
- 10 He suffered (—) severe attacks of anxiety.

C Fruto and Juci are two companies that sell soft drinks. The chart shows the value of their sales from 1989 to 1993.



Study the chart carefully and decide on the right answer where you have a choice.

In 1989 Fruto's sales were (1 *less somewhat as / less than somewhat / less somewhat than / somewhat less than*) Juci's. The following year Fruto's sales were (2 *much high / much higher / many high / highest*), but (3 *slightly lower as / just lower a little than / lower slightly as / just a little lower than*) Juci's. In 1991 Fruto's sales were (4 *a great deal higher / higher a bit / higher a great deal / a bit higher*), but Juci's sales were (5 *nearly the same as / exactly the same as / the same with nearly / the same with exactly*) in 1990 and much less (6 *as / by / than / with*) Fruto's. In 1992 Fruto's sales were at (7 *same level as / the same level as / same level with / the same level with*) Juci's, following a fall in Fruto's sales and a rise in Juci's. In 1993 Fruto's sales were (8 *considerably / a great / slightly / little*) lower. Although Juci's sales were also down, they did not fall nearly (9 *much as / much with / as much as / as much than*) Fruto's. At the end of the five-year period Fruto's sales were only (10 *far / a lot / great deal / slightly*) higher than at the beginning, whereas Juci's were (11 *high a lot / a lot higher / most high / higher a great deal*).

B Vocabulary

A 1 A block of flats is:

- | | |
|--|------------------------------|
| a) a building for storing agricultural produce | c) a prison |
| b) a building with many apartments | d) a pile of broken concrete |

2 A basement is:

- | | |
|--------------|-------------|
| a) a cellar | c) a window |
| b) a balcony | d) a roof |

3 In the attempt means:

- | | |
|---------------------------------|--------------------------------------|
| a) while trying to do something | c) while the walls were collapsing |
| b) in the concrete | d) during their stay (in the cellar) |

4 To devastate is to:

- | | |
|-------------------------|----------------------------|
| a) flood | c) cover with volcanic ash |
| b) pull down a building | d) ruin completely |

5 A survivor is a person who:

- | | |
|------------------------------|-----------------------------|
| a) lives after a catastrophe | c) is born again |
| b) is freed from captivity | d) is shut in a small space |

B Write the opposite of the word in brackets for each gap. Choose from this list:

active anxious false frantic insignificant rough sharp systematic
thorough urban

- 1 We don't choose players for our team in a (—) (*random*) way.
- 2 This knife is (—) (*blunt*).
- 3 I haven't worked this out carefully so this is a (—) (*exact*) figure.
- 4 He is a very (—) (*calm*) person.
- 5 Many people like to live in a (—) (*rural*) environment
- 6 Their work was very (—) (*careless*).
- 7 Is this volcano (—) (*dormant*)?
- 8 She is an (—) (*outstanding*) musician.
- 9 The victims of the disaster were quite (—) (*calm*).
- 10 I don't think his story is (—) (*true*).

C Write the correct word for each gap in your exercise book. Choose from the following list:

about could could don't shall that that what why would

- ALI I've kicked my football into Mr Moussa's garden. How can I get it back?
- SALIHU How (1 —) this idea? I (2 —) go to his front door and talk to him about something while you go into the garden and collect your ball?
- ALI But there may be someone else in the house.
- SALIHU Then (3 —) don't you wait until it's dark and then get your ball?
- ALI The problem with (4 —) is that someone else may find it before it gets dark.
- FATOU Surely you (5 —) simply ring the doorbell and ask him for it.
- ALI The last time I did (6 —) he was angry with me.
- FATOU Then (7 —) about asking someone else to ask Mr Moussa? (8 —) I ask him for you?
- [There is the sound of a knock on the door.]
- ALI Come in!
- MR MOUSSA [entering] There's a ball in my garden. If it's yours, why (9 —) you come and get it? I expect you're very thirsty. (10 —) you like a drink of lemonade?

C Comprehension

Read the text below and answer the questions that follow it.

BURIED ALIVE FOR 35 DAYS!

Six men were pulled alive from the ruins of a block of flats 35 days after it was destroyed in the Armenian earthquake, the Soviet news agency Tass said today.

They were rescued from the basement of a nine-storey building in the collapsed city of Leninakan. Aikaz Akpoyan, one of the six survivors, said that on the day of the earthquake he and five neighbours had gone down to the cellar to bring up some heavy jugs. 'We heard a strange roar and the walls began crashing down,' he said. 'I thought war had broken out.' He added that they were unable to remove the huge pieces of broken concrete that blocked their escape. One man, Karen Sarkisyan, broke his hand in the attempt. Mr Akpoyan, aged 50, who is experienced in natural methods of medicine, gave his injured neighbour massages to ease the pain.

'We were never worried about food and drink because there were plenty of jars of salted food, vegetables and fruit preserved in bottles. We were careful about how much we ate, but didn't doubt for a moment that we would be found.'

The six were in a satisfactory condition in Yerevan Hospital today, doctors said.

According to official figures the earthquake, on 7th December, killed 25,000 people and devastated large areas of the region near the Turkish border, including the cities of Leninakan and Kirovakan. It virtually flattened Spitak, the town closest to the epicentre. Half a million people were made homeless and more than 100,000 were evacuated to other parts of the Soviet Union.

- 1 What event buried the men?
- 2 Why had the men gone into the cellar?
- 3 Why did Aikaz Akpoyan think that war had started?
- 4 What was kept in the cellar?
- 5 What did the pieces of broken concrete stop the men doing?
- 6 What help did Karen Sarkisyan receive for his broken hand?
- 7 The words '... but didn't doubt for a moment that we would be found' imply:
 - a) they didn't want to be rescued
 - b) they were pleased with the food they had found
 - c) they were confident they would be rescued
 - d) they didn't think they would be rescued
- 8 In what three ways were the men very fortunate?
- 9 The figures below give the numbers of people affected by the earthquake. Match each figure with the appropriate event.

PEOPLE AFFECTED	EVENT
a) 6	1 died
b) 25,000	2 had nowhere to live
c) 100,000 +	3 buried alive for 35 days
d) 500,000	4 taken out of the area

D Writing

A You have just travelled on a bus. The bus company asked you to complete the form below by ticking the boxes. You did this. Now write the information requested.

INTER-CITY BUS COMPANY

<p>1 Was the bus late?</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input type="checkbox"/> Never <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> Always </div> <p>3 Was your journey comfortable?</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input checked="" type="checkbox"/> Not at all <input type="checkbox"/> Fairly <input type="checkbox"/> Very </div>	<p>2 How clean was the bus?</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Fairly clean <input type="checkbox"/> Very clean </div> <p>4 Were the company's staff polite and helpful?</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input checked="" type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Always </div>
---	---

Please give details about the things you were not pleased with.
Make suggestions to help us improve the service we give to our passengers.

B You have just arrived in a neighbouring country for a year's course of study. Write a letter to the editor of your former school's magazine describing your journey, the welcome you received, the place where you will be studying and your first impressions of the country.

GRAMMAR SUMMARY

1 La structure des phrases

- 1 A Une proposition principale est une phrase simple avec un seul verbe conjugué.

Proposition principale I told my brother the news.

- 1 B Deux propositions principales peuvent être reliées par une conjonction de coordination (CC dans le tableau). Les plus courantes sont “and”, “but”, “or” et “so”.

PROPOSITION PRINCIPALE 1	CC	PROPOSITION PRINCIPALE 2
I told my brother the news We danced all night You can walk The traffic was heavy	but and or so	he didn't listen. enjoyed ourselves a lot. you can go by taxi. we arrived late.

- 1 C Une proposition subordonnée dépend toujours d'une autre proposition principale ou subordonnée. CS = conjonction de subordination (voir 1D) ; PR = pronom relatif (1E).

PROPOSITION PRINCIPALE I told him the news	CS because	PROPOSITION SUBORDONNÉE AVEC UN VERBE CONJUGUÉ it was important.
CS (While)	PROPOSITION SUBORDONNÉE AVEC PARTICIPE PRÉSENT shutting the door,	PROPOSITION PRINCIPALE I greeted my brother warmly.
PROPOSITION PRINCIPALE I asked my brother	PROPOSITION SUBORDONNÉE AVEC UN VERBE À L'INFINITIF to tell me his news.	
PROPOSITION PRINCIPALE He told me about the man He told me about a fat man,	PR who who	PROPOSITION RELATIVE has offered him a job. doesn't like food.

- 1 D Les conjonctions de subordination peuvent être regroupées selon leur sens.

DE TEMPS	after, as, as soon as, before, since, until, when, while.	As I was reading, I heard a knock on the door. We laughed until we cried.
DE LIEU	where	Tell me where you bought these shoes.

DE CAUSE	as, since, because	We ran because we were late. As I hadn't any money for a taxi, I walked.
D'OPPOSITION	although, whereas	Although the south has a lot of rain, the north only has a little. The south has a lot of rain, whereas the north only has a little.
DE CONDITION	if, unless	Be quick if you can. Don't go unless it is really necessary.

1 E Il y a deux types de propositions relatives :

- les propositions relatives **restrictives**, qui précisent de qui ou de quoi on parle ;
- les propositions relatives **descriptives** qui donnent simplement une information complémentaire.

RESTRICTIVES	PRONOM RELATIF
1 The man who just left is my brother.	who
2 The man (whom) you must speak to is Mr Abdoul.	whom
3 I don't like the jacket (that) he's wearing	that
4 The boy whose book you borrowed wants it back.	whose
DESCRIPTIVES	PRONOM RELATIF
5 This is my sister, who enjoys playing tennis .	who
6 The journey, which you will enjoy , takes two hours.	which
7 I lost my watch, which was annoying	which
8 We drove through an interesting village, whose name I have forgotten .	whose

Dans les phrases 2 et 3, le pronom relatif est facultatif car il est complément d'objet direct. On place toujours une virgule entre une proposition relative descriptive et le nom auquel elle se rapporte. Parfois on ajoute une seconde virgule après la proposition relative. Ex: phrase 6.

2 Les noms

2 A

DÉNOMBRABLES		INDÉNOMBRABLES
singulier	pluriel	
a house	houses	sand
a scientist	scientists	science
an idea	ideas	darkness
a problem	problems	honesty
an employee	employees	employment
a school	schools	education

2 B Emploi indéfini (10.8)

DÉNOMBRABLES		INDÉNOMBRABLES
singulier	pluriel	
a table	(some) chairs	(some) water

Ex: We need a table, some chairs and some water.

OU We need a table, chairs and water.

2 C Emploi défini (3.9)

	DÉNOMBRABLES		INDÉNOMBRABLES
	singulier	pluriel	
article défini	the table	the chairs	the water
démonstratif	this table	these chairs	this water
adjectif possessif	our table	our chairs	my water

Démonstratifs : this, that, these, those.

Adjectifs possessifs : my, your, his, her, its, our, their.

Ex: I'm afraid the table you brought us is too small, the chairs are uncomfortable and the water is not cold.

This table is too small. Could we have that table over there?

These chairs are very comfortable. Tell your friend that my glass is empty.

2 D Pour préciser de quoi on parle

DÉNOMBRABLES		INDÉNOMBRABLES
singulier	pluriel	
a It's a cat.	— They are antelopes.	— That's not salt, it's sugar.

Ex: What's that sound? Is it an aeroplane? Maybe it's thunder.

Those aren't weeds. They're young trees.

2 E Pour exprimer une généralité (3.9)

DÉNOMBRABLES		INDÉNOMBRABLES
singulier	pluriel	
the Who invented the wheel?	— Dogs bark.	— I love music.

Ex: The lion is the king of the animals. (*Les lions en général*)

Mosquitoes spread diseases.

I like oranges (*en général*) and especially the oranges that are grown in this village (*celles-là en particulier*).

"Both" et "all" avec des pronoms pluriels (6.8)

S'ILS SONT SUJET	S'ILS SONT COMPLÈMENTS OU PLACÉS APRES UNE PRÉPOSITION
We { both ... They { all us { both ... them { all
DANS LES AUTRES CAS:	
both / all / one / two / several / a few / a lot / some / many / most / half /	of { us / them

Ex: We all enjoyed the film.
 My brother and I both came first, so they gave us both prizes.
 Many of us like poetry.
 We picked a lot of mangoes and brought most of them home.

Pronoms relatifs (9.8) (Voir aussi 1 E)

RESTRICTIVES	
SUJET	COMPLÈMENT D'OBJET
I know the boy who won. Where's the cat which ran away? Are you the person that rang me?	I know the man (who [m]) you mean. Where's the cat (which) I saw. Is this the box (that) you want?
DESCRIPTIVES	
My father, who runs very fast, caught the thief. This table, which is very heavy, is made from one piece of wood.	

Adjectifs

5 A Formes comparatives et superlatives (8.8)

TYPE D'ADJECTIF		EXEMPLE	ACTION	COMPARATIF	SUPERLATIF
Adjectifs de une ou deux syllabes	La majorité des adjectifs	clean	Ajouter -er,	cleaner	cleanest
	Se terminant par une voyelle et une consonne	thin	Doubler la consonne, ajouter -er, -est	thinner	thinnest
	Se terminant par -y	dry	Changer y en i et ajouter -er, -est	drier	driest
Certains adjectifs de deux syllabes, et les adjectifs de 3 syllabes et plus		useful expensive	Utiliser more most, less	more useful less expensive	most useful least expensive

Ex: The weather was hotter yesterday. He is one of the tallest people I know. The soil here is sandier than where I live. This is the most delicious food I have ever eaten! The film was less enjoyable than the book.

5 B Expressions qui accentuent ou atténuent la comparaison (8.8).

la plus grande différence	infinitely		
↑	far		
	much		
	a great deal	fitter	
	a lot	stronger	than theirs
	considerably	more experienced	
	somewhat	more aggressive	
	a little		
	a bit		
↓	slightly		
la plus petite différence			

Exemples de phrases comparatives:

- 1. She is taller than me.
- 2. She is taller than I am.
- 3. I am not as tall as her.
- 4. I am not as tall as she is.
- 5. Jean is the same height as me.
- 6. He is much less nervous than he used to be.

Utilisez les exemples 1, 3, 5 dans une conversation informelle.

6 Les verbes

6 A Temps simples (9.5 ; 11.4)

PRÉSENT

	ACTIF	PASSIF
PHRASES AFFIRMATIVES	I, you, we, they, take he, she, it takes	I am, I'm taken You, we, they are/'re taken he, she, it is/'s taken
PHRASES NÉGATIVES	I, you, we, they do not/n't take he, she, it does not/n't take	I am not/'m not taken You, we, they are not/aren't taken. he, she, it is not/'s not taken.
PHRASES INTERROGATIVES	Do I, you, we, they take? Does he, she, it take?	Am I taken? Are you, we, they taken? Is he, she, it taken?

Ex: She works in a hospital. Do you like oranges? My friends don't have bicycles. The floor is swept every day. Am I allowed to ask a question? Lemons aren't grown here.



PASSÉ (3.5 ; 4.8)

PHRASES AFFIRMATIVES	ACTIF I, you, we, they, took he, she, it	PASSIF I, he, she, it was taken You, we, they were taken
PHRASES NÉGATIVES	I, you, we, they did not/n't take he, she, it	I, he, she, it was not/ wasn't taken You, we, they were not/ weren't taken
PHRASES INTERROGATIVES	Did I, you, we, they take? he, she, it	Was I, he, she, it taken? Were you, we, they taken?

Ex: We enjoyed the game. The meeting didn't take long. Did you see the film? We were given presents. No one was injured. Were you told the answers?

6 B Temps composés

PRÉSENT (2.8 ; 3.5)

PHRASES AFFIRMATIVES	ACTIF I, you, we, they, have/'ve taken he, she, it has/'s taken	PASSIF I, you, we, they have/'ve been taken he, she, it has/'s been taken
PHRASES NÉGATIVES	I, you, we, they have not/n't taken he, she, it has not/n't taken	I, you, we, they have not/ haven't been taken he, she, it has not/ hasn't been taken
PHRASES INTERROGATIVES	Have I, you, we, they taken? Has he, she, it taken?	Have I, we, you, they been taken? Has he, she, it been taken?

Ex: I have finished the work. Has he left? They haven't arrived yet. She has been given a ring. They haven't been asked. Has the driver been paid?

PASSÉ (4.5)

PHRASES AFFIRMATIVES	ACTIF I, you, we, they, has/'d taken he, she, it	PASSIF I, you, we, they had/'d been taken he, she, it.
PHRASES NÉGATIVES	I, you, we, they had not/ hadn't taken he, she, it	I, you, we, they had not/ hadn't been taken he, she, it
PHRASES INTERROGATIVES	Had I, you, we, they taken? he, she, it	Had I, you, we, they been taken? he, she, it

Ex: She told me a joke I had already heard. Jean hadn't been there before. Had they ever mentioned my name? They forgot what they had been told. She saw a rare animal which hadn't been seen for years. Had you been warned what to expect?

6 C Temps progressifs

PRÉSENT (11.8)

	ACTIF	PASSIF
PHRASES AFFIRMATIVES	I am /’m taking . you, we, they are /’re taking . he, she, it is /’s taking .	I am /’m being taken . You we, they are /’re being taken . he, she, it is /’s being taken .
PHRASES NÉGATIVES	I am not/’m not taking . You, we, they are not/’re not taking . he, she, it is not/’s not taking .	I am not/’m not being taken . you, we, they are not/’re not being taken . he, she, it is not/’s not being taken .
PHRASES INTERROGATIVES	Am I taking ? Are you, we, they taking ? Is he, she, it taking ?	Am I being taken ? Are you, we, they being taken ? Is he, she, it being taken ?

Ex: We’re giving these postcards away free! They aren’t making any more mistakes. Is she playing tennis? Our conversation is being recorded. I’m not being taken seriously. Are you being given a newspaper every day?

6 D La forme en -ing (5.5)

EMPLOYÉE COMME NOM :
Dancing is enjoyable. I enjoy dancing .
SUIVIE PAR UN COMPLÉMENT D’OBJET :
I like climbing mountains .
EMPLOYÉE COMME PARTICIPE PRÉSENT :
Shutting the car door quickly, he drove off. (Dans un premier temps il ferma la porte, puis il démarra.)
He sat in the chair reading a book. (Les deux actions sont simultanées.)
APRÈS UNE PRÉPOSITION :
After buying a ticket, he got on the train. Robert forgot to buy a ticket before getting on the train. (Dans ces deux exemples, c’est Robert qui oublie d’acheter un billet et c’est Robert qui monte dans le train. Pour pouvoir utiliser la forme en -ing, la même personne, dans les deux propositions, doit faire l’action.)

7 Les phrases conditionnelles (2.5)

TYPE	PROPOSITION SUBORDONNÉE (exprimant la condition)	PROPOSITION PRINCIPALE (exprimant la conséquence)
‘O’	présent simple If you write to people,	présent simple they are /’re very pleased.
1	présent simple If you write to Angèle,	futur she will /’ll be happy.
2	passé If you wrote to Angèle,	conditionnel she would /’d be happy.
3	plus-que-parfait If you had /’d written to Angèle,	conditionnel passé she would have /’ve been happy.

Ex: 'O' If we have a good harvest, we have a big party.

A party lasts all night if it is a really good one.

- 1 If Michael comes to the party, he'll sing. The journey won't take long if we take a taxi.
- 2 If you asked that man the way, he'd tell you. You would have a better crop if you fertilised it.
- 3 I would have arrived earlier if there had been less traffic. If it hadn't rained, the journey wouldn't have taken so long.

8

Very, too, enough (12.5)

This table is very heavy. (*très*)

This table is big enough to hold all my books. (*assez, dans le sens de: qui convient*)

This table is too heavy for me to lift. (*trop*)

I am not strong enough to lift this table. (*pas assez*)

Comparez: I was very tired but I went on working (NOT *too tired*)

I was too tired to do any more work

WORDLIST

A		U / EXERCISE	
abnormal	/æb'nɔ:məl/	8.1	anormal
(to be) abreast of	/ə'brest/	9.7	se tenir au courant, se maintenir
abstract	/ˈæbstrækt/	5.3	abstrait
to acclaim	/ə'kleɪm/	2.2	acclamer
according to	/ə'kɔ:dɪŋ/	12.1	d'après, selon
to add	/æd/	3.1	ajouter
advances	/əd'vɑ:nsɪz/	7.1	progrès
adviser	/əd'vaɪzə/	2.6	conseiller
adze	/ædz/	6.1	petite hache
aerial	/eəriəl/	9.1	aérien
agility	/ədʒɪlɪti/	4.1	agilité
air-conditioning	/eə kən'dɪʃənɪŋ/	2.10	air conditionné
airline	/eəlaɪn/	3.6	compagnie aérienne
alkaloid	/ælkəloɪd/	1.1	alcaloïde
aluminium	/æljʊ'mɪnɪəm/	9.6	aluminium
to amaze	/ə'meɪz/	2.1	étonner, stupéfier, confondre
ancestor	/ˈænsəstə/	7.1	ancêtre, aïeul
to annoy	/ə'nɔɪ/	12.6	agacer
anti-aircraft	/æntɪ 'eəkrɑ:ft/	1.3	antiaérien, contre avion
antibiotic	/æntɪbaɪ'ɒtɪk/	1.3	antibiotique
anti-cancer	/æntɪ 'kænsə/	1.3	anticancéreux
antidote	/æntɪdəʊt/	1.3	antidote, contre poison
antisocial	/æntɪ'səʊʃəl/	1.3	antisocial
anti-tank	/æntɪ 'tæŋk/	1.3	anti-tank, anti-chars
antler	/æntlə/	11.6	bois (d'animaux)
to apologise	/ə'pɒlədʒaɪz/	2.5	s'excuser
appalling	/ə'pɔ:ɪŋ/	6.3	épouvantable
appliance	/ə'plaɪəns/	7.4	appareil
aspect	/ˈæspekt/	12.1	aspect
assault (n.)	/ə'sɔ:lt/	6.3	assaut, attaque
assertive	/ə'sɜ:tɪv/	2.2	autoritaire
available	/ə'veɪləbəl/	9.1	disponible
axe	/æks/	6.1	hache

B		U / E	
bait	/beɪt/	2.2	amorce, appât
bead	/bi:d/	12.8	perle
bean	/bi:n/	9.3	haricot, fève
to beg	/beg/	5.1	supplier
belief	/brɪ'li:f/	3.1	croyance, conviction
belt (= area)	/belt/	2.1	zone
benefit (n.)	/ˈbenɪfɪt/	1.1	avantage
bill (n.)	/bɪl/	5.3	facture, addition
(pay a bill)			

to be blamed/	/bleɪm/	11.1	être responsable
to blame for			de, être de sa faute
bloodstained	/ˈblʌdsteɪnd/	6.1	taché, souillé de sang,
border	/ˈbɔ:də/	1.1	frontière
to bore (a hole)	/bɔ:/	6.1	percer (un trou)
boulder	/ˈbəʊldə/	5.1	gros galet, bloc de pierre
breath-taking	/ˈbreθ/ˈteɪkɪŋ/	3.1	à (vous) couper le souffle
bright	/braɪt/	2.3	lumineux, éclatant
to broadcast	/ˈbrɔ:dkɑ:st/	4.6	(radio) diffuser
to bump	/bʌmp/	1.8	cogner, frapper
bundle	/ˈbʌndl/	2.1	fagot
to burst into	/bɜ:st/	11.7	entrer en coup de vent, faire irruption
button	/ˈbʌtn/	12.8	bouton

C		U / E	
caffeine	/ˈkæfi:n/	1.1	caféine
campaign (n.)	/kæm'peɪn/	2.1	campagne
can (n.)	/kæn/	9.6	boîte
cane (sugar)	/keɪn/	10.1	canne à sucre
to carry out	/ˈkæri/	9.3	exécuter, réaliser, s'acquitter de
carton	/ˈkɑ:tɪn/	1.5	carton
carving	/ˈkɑ:vɪn/	10.9	gravure, sculpture
challenging	/ˈtʃæləndʒɪŋ/	2.10	provocateur, défiant
to charge	/tʃɑ:dʒ/	11.6	charger, attaquer
(as cavalry do)			
chewing gum	/ˈtʃu:ɪŋ ɡʌm/	11.2	chewing-gum
chip (silicon)	/tʃɪp/	8.7	microplaquette
cistern	/ˈsɪstən/	11.1	réservoir de chasse d'eau, citerne
civilian (n.)	/sɪˈvɪliən/	11.A	civil, fonctionnaire
clasp	/kla:sp/	7.1	joindre, serrer
clay	/kleɪ/	11.1	argile, terre glaise
coach (n.)	/kəʊtʃ/	3.2	entraîneur (athletics)
coat (n.)	/kəʊt/	6.1	pelage, manteau
to collapse	/kə'læps/	4.1	s'effondrer, s'effondrer
collision	/kə'lɪʒən/	6.3	collision
to colonise	/ˈkɒlənaɪz/	8.1	coloniser
to combine	/kəm'baɪn/	7.1	allier, se joindre, combiner
commuter	/kə'mju:tə/	7.B	banlieusard
compensate	/ˈkɒmpənsət/	2.C	dédommager, compenser
complex (adj.)	/ˈkɒmpleks/	9.C	complexe, compliqué

conservation	/kɒnsə'veɪʃn/	2.1	conservation, protection	disadvantage	/dɪsəd'vɑ:ntɪdʒ/	10.7	désavantage, inconvenient
consultant	/kən'sʌltənt/	12.1	expert conseil	to disappear	/dɪsə'piə/	2.3	disparaître
consumer	/kən'sju:mə/	9.6	consommateur	disappointed	/dɪsə'pɔɪntɪd/	12.5	déçu
to contribute to	/kən'trɪbjʊ:t/	10.6	contribuer à	discount (n.)	/dɪskaʊnt/	12.6	rabais, remise
convenience	/kən'vi:njəns/	7.1	commodité	discouraging	/dɪs'kʌrɪdʒɪŋ/	10.5	décourageant
conversion	/kən'vɜ:ʃn/	2.1	conversion, transformation	dishwasher	/dɪʃ'wɒʃə/	12.6	machine à laver la vaisselle, lave vaisselle
to convert (tr.)	/kən'vɜ:t/	2.1	convertir, transformer	disqualify	/dɪs'kwɒlɪfaɪ/	3.2	disqualifier
corn	/kɔ:n/	11.5	maïs, blé	distressed	/dɪ'strest/	6.3	bouleversé, peiné
corner	/kɔ:nə/	5.1	coin	ditch	/dɪtʃ/	9.10	fossé
cowardly	/kəʊədli/	6.1	lâche, poltron	dormant	/dɔ:mənt/	2.3	en repos
to crack	/kræk/	11.2	(se) crevasser, (se) craquer	dot (n.)	/dɒt/	8.7	point
crash (n.)	/kræʃ/	5.1	fracas, coup de tonnerre	downcast	/daʊnkɑ:st/	4.1	baissé (vers la terre)
crate	/kreɪt/	3.6	crateau, caisse	to drain	/dreɪn/	9.10	s'écouler
to criticise	/kɪtɪsaɪz/	2.5	critiquer	draw (n.)	/drɔ:/	3.3	match nul
crooks (corners)	/kru:ks/	1.8	recoins	drawback	/drɔ:bæk/	10.7	inconvenient, désavantage
crossroads	/krɒsrəʊdʒ/	5.8	carrefour	to dribble	/dɪrɪbl/	4.1	dribbler
crowded with	/kɹəʊdɪd/	12.6	rempli de, bondé de	(in football)			
to crumble	/krʌmbəl/	5.10	s'écrouler, s'émietter	drug (n.)	/drʌg/	1.1	drogue
to crush	/krʌʃ/	3.1	écraser	drum (n.) for oil	/drʌm/	10.10	bidon, tonnelet
current	/kʌrənt/	10.3	courant	drunkenness	/drʌŋkənəs/	10.6	ivresse
curse (n.)	/kɜ:s/	1.1	malédiction	dump (n.)	/dʌmp/	11.1	décharge publique
curved	/kɜ:vd/	12.8	arrondi	for rubbish			
cylindrical	/sɪ'lɪndrɪkəl/	12.8	cylindrique	dung	/dʌŋ/	5.1	fumier
				dusty	/dʌstɪ/	5.6	poussiéreux
				duty	/dju:ti/	7.9	devoir
				dwarf (adj.)	/dwɔ:i/	7.2	nain
				dynamite	/daɪnəmaɪt/	9.1	dynamite

D

U / E

damp	/dæmp/	11.6	humide
to dart	/dɔ:t/	4.1	s'élancer, se précipiter
date (fruit)	/deɪt/	1.8	datte
dawn	/dɔ:n/	6.1	aube, point du jour
deaf	/def/	6.9	sourd
to decline	/dɪklaɪn/	2.3	baisser
(in number)			
deep	/di:p/	10.3	profond
defeat (n.)	/dɪfi:t/	4.10	défaite
defender	/dɪfendə/	3.1	défenseur
delighted	/dɪlaɪtɪd/	12.6	enchanté, ravi
to depend on	/dɪpend/	10.1	dépendre de
depression	/dɪpreʃn/	1.1	dépression
depth	/depθ/	10.3	profondeur
determination	/dɪtɜ:mɪneɪʃn/	4.3	détermination, résolution
devastating	/dɪ'veɪstetɪŋ/	6.3	dévastateur
device	/dɪ'vaɪs/	12.6	dispositif, mécanisme
to devour	/dɪ'vaʊə/	5.1	dévorer
diamond	/daɪəmənd/	6.8	diamant
diarrhoea	/daɪə'riə/	11.1	diarrhée
diary	/daɪəri/	1.2	journal

E

U / E

to echo	/ekəʊ/	6.1	faire écho à, retenir
elbow	/elbəʊ/	1.3	coude
elimination	/ɪlɪmɪneɪʃn/	3.3	élimination
to embarrass	/ɪm'bærəs/	2.5	gêner, embarrasser
embers	/embəs/	6.1	braise, charbons ardents
to emit	/ɪ'mɪt/	2.10	émettre, élaner
employee	/ɪm'plɔɪ-i:/	1.1	employé
to enable	/ɪ'neɪbl/	2.1	rendre capable de, habiliter à
to entertain	/ɪ'entəteɪn/	2.6	recevoir, divertir
to enthrone	/ɪn'θrəʊn/	7.8	placer sur le trône, introniser
to equalize	/ɪ'kwəlaɪz/	4.9	égaliser, équilibrer
to erupt	/ɪ'rʌpt/	2.3	faire éruption
estate (land)	/ɪ'steɪt/	11.6	propriété
event (athletics)	/ɪ'vent/	3.1	concours, épreuves
to examine	/ɪg'zæmɪn/	1.1	examiner
exhibition	/ɪksɪ'bɪʃn/	11.8	exposition
experience	/ɪk'spɪəriəns/	3.1	expérience
to explode	/ɪk'spləʊd/	9.1	faire sauter, éclater, détoner
export (n.)	/ɪkspɔ:t/	10.1	exportations
extinct	/ɪk'stɪŋkt/	2.3	éteint, disparu

eyeball	/ˈaɪbɔːl/	6.1	globe de l'œil
eyebrow	/ˈaɪbraʊ/	6.1	sourcil
eye-catching	/ˈaɪ kætʃɪŋ/	6.10	qui attire l'œil, accrocheur
eyelid	/ˈaɪlɪd/	6.1	paupière

F U / E

factor	/ˈfæktə/	10.6	facteur, élément
to fade	/feɪd/	2.3	se faner, déteindre
fair	/feə/	12.7	juste
false	/fɔːls/	3.2	faux
filling station	/ˈfɪlɪŋ ˈsteɪʃən/	10.10	poste d'essence, station-service
filter (n.)	/ˈfɪltə/	11.1	filtre
final	/ˈfaɪnəl/	3.1	final
to find out	/faɪnd/	9.3	se renseigner sur, découvrir
fine (very thin)	/faɪn/	7.2	fin
fingerprint	/ˈfɪŋɡəprɪnt/	7.1	empreinte digitale
to fit	/fɪt/	5.1	placer
(place in position)			
fitted with	/ˈfɪtɪd/	12.1	équipé de, fourni avec
flashing	/ˈflæʃɪŋ/	2.2	étincelant
flesh	/fleʃ/	5.1	chair
flock	/flɒk/	5.1	troupe, troupeaux
flood (n.)	/flʌd/	6.3	déluge, inondation
flour	/flaʊə/	3.9	farine
to flourish	/ˈflaʊrɪʃ/	2.3	prosperer, fleurir
to flow	/fləʊ/	10.9	couler, circuler
foam (n.)	/fəʊm/	11.7	écume
fodder	/ˈfɒdə/	2.1	fourrage, nourriture
foil (n.)	/fɔɪl/	10.1	papier d'aluminium
footing	/ˈfʊtɪŋ/	6.11	position
to foretell	/fɔːtel/	7.8	prédire, présager
form (n. sort)	/fɔːm/	10.1	espèce
fort	/fɔːrt/	4.8	fort
fossil	/ˈfɒsəl/	7.4	fossile
fox	/fɒks/	10.4	renard
frame (n.)	/freɪm/	5.5	châssis
(of window)			
frantic	/ˈfræntɪk/	6.1	frénétique, effréné
friendly (adj.)	/ˈfrendli/	3.1	amical
fuel	/fjuəl/	2.1	carburant
fungus	/ˈfʌŋɡəs/	6.5	champignon
fussy	/ˈfʌsi/	5.6	méticuleux, tatillon

G U / E

gallop	/ˈɡæləp/	8.10	galoper
gas	/ɡæs/	10.1	gaz
geographical	/dʒɪəˈɡræfɪkəl/	9.1	géographique
geological	/dʒɪəˈlɒdʒɪkəl/	9.1	géologique
geophysical	/dʒɪəˈvɪzɪkəl/	9.1	géophysique
to get rid of	/ɡet rɪd/	1.5	se débarrasser de

ghost	/ɡəʊst/	4.1	fantôme
giant	/ˈdʒaɪənt/	5.1	géant
gloom	/ɡluːm/	5.C	tristesse
goal (football)	/ɡəʊl/	4.1	but
goalie	/ˈɡəʊli/	4.1	gardien de but, garde-but
grand	/ɡrænd/	6.11	grand, magnifique
gravity	/ˈɡrævɪti/	9.1	pesanteur
greenery	/ˈɡriːnəri/	2.1	verdure
groan (n.)	/ɡrəʊn/	5.1	gémir, se plaindre
to guard	/ɡɑːd/	1.8	garder
to guess	/ɡes/	9.1	deviner

H U / E

habitat	/ˈhæbɪtæt/	2.3	habitat
halt (n.)	/hɔːlt/	8.10	arrêt, halte
to harden	/ˈhɑːdn/	5.1	durcir
to harm	/hɑːm/	5.1	nuire à, faire du mal à
to harvest	/ˈhɑːvɪst/	9.10	moissonner, récolter
to heal	/hiːl/	7.8	guérir
health care	/ˈhelθ keə/	3.10	soins de santé
heap (n.)	/hiːp/	4.1	tas, amas
heartwarming	/ˈhɑːtwɔːmɪŋ/	3.1	réconfortant
helping (n.)	/ˈhelpɪŋ/	5.3	portion
(of food)			
helpless	/ˈhelpləs/	5.1	faible, impuissant, délaissé
hideous	/ˈhɪdiəs/	6.1	affreux, hideux
hillside	/ˈhɪlsaɪd/	2.1	coteau, flanc de coteau
hint (n.)	/hɪnt/	4.1	insinuation, allusion indirecte
to hire	/haɪə/	1.7	louer
to hiss	/hɪs/	6.1	siffler, chuintier
historian	/ˈhɪstɔːriən/	7.8	historien
honey	/ˈhʌni/	11.8	miel
humped	/ˈhʌmpd/	11.6	bossu
hypochondriac	/ˈhaɪpəʊˈkɒndrɪæk/	1.3	hypocondriaque

I U / E

to ignore	/ɪɡnɔː/	1.1	ne tenir aucun compte de
to import	/ɪmˈpɔːt/	1.1	importer
impressive	/ɪmˈpresɪv/	2.2	impressionnant
to imprison	/ɪmˈprɪzən/	5.1	emprisonner
inaugural	/ɪˈnɔːɡjʊərəl/	6.11	inaugural
increase (n.)	/ɪnˈkriːs/	5.3	augmentation, croissance
indicator	/ˈɪndɪkeɪtə/	6.5	clignotant
(on a car)			
indigenous	/ɪnˈdɪdʒənəs/	8.4	indigène
inferior (to)	/ɪnˈfɪəriə/	3.1	inférieur (à)
to inherit	/ɪnˈherɪt/	7.1	hériter de
injection	/ɪnˈdʒekʃn/	8.9	injection

insignificant	/ɪn'sɪgnɪfɪkənt/	7.2	sans importance, insignifiant
insomnia	/ɪn'sɒmniə/	1.1	insomnie
to inspire	/ɪn'spaɪə/	3.1	inspirer
irregular	/ɪ'regjulə/	12.8	irrégulier
to irrigate	/ɪ'riɡeɪt/	12.1	irriguer
itinerant	/ɪ'tɪnərənt/	7.E	itinérant

J

U / E

jacket	/ˈdʒækɪt/	7.A	veston, veste
jam	/dʒæm/	10.8	confiture
to joke	/dʒəʊk/	9.7	plaisanter, badiner
journey	/ˈdʒɜːni/	5.1	voyage

K

U / E

kerosene	/ˈkerəsiːn/	10.1	kérosène, pétrole
keyhole	/ˈkiːhəʊl/	11.2	trou de (la) serrure
kidney (human)	/ˈkɪdnɪ/	8.9	rein
knee	/niː/	1.3	genou

L

U / E

lack (n.)	/læk/	2.1	manque, absence
ladder	/ˈlædə/	5.3	échelle
lap (n.)	/læp/	3.1	étape, circuit, tour de piste
(of racetrack)			
to lead to	/liːd/	10.6	mener à
leaflet	/ˈliːflət/	9.1	feuillet, dépliant
leisure	/ˈleɪzə/	1.1	loisir
length (n. co.)	/leŋθ/	5.1	morceau, bout de
(a piece, a length of)			
lesser-known	/ˈlesənəʊn/	3.1	moins connu
lid	/lɪd/	10.1	couvercle
lie (n.)	/laɪ/	3.D	mensonge
lift (n.) (to give someone a lift, i.e. a ride)	/lɪft/	5.4	prendre ou emmener quelqu'un en voiture
limb	/lɪm/	5.1	membre
to linger	/ˈlɪŋɡə/	5.8	tarder, s'attarder, traîner
to link	/lɪŋk/	2.1	lier
logging (adj.)	/ˈlɒɡɪŋ/	1.1	exploitation des bois de forêts
(in the timber trade)			
to lose heart	/ˈluːz ˈhɑːt/	6.1	se décourager
loss	/lɒs/	12.1	perte
lump (n.)	/lʌmp/	11.4	morceau (gros), bloc

M

U / E

machete	/məˈʃeti/	9.10	machette
mainland	/ˈmeɪnlənd/	4.8	terre ferme, continent
malnutrition	/ˌmælɪnjuˈtrɪʃn/	2.1	sous-alimentation
to manage (run)	/ˈmænɪdʒ/	12.1	conduire, diriger
manner (way)	/ˈmænə/	12.2	façon, manière

to mark (an occasion)	/mɑːk/	9.8	marquer; observer
marrow (inside a bone)	/ˈmæraʊ/	5.1	moelle
massive	/ˈmæsɪv/	5.3	massif
mast	/mɑːst/	5.1	mât
medical	/ˈmedɪkəl/	1.1	médical
to melt	/melt/	9.6	(se) fondre
mental	/ˈmentl/	6.1	mental, de l'esprit
microscopic	/ˌmaɪkrəˈskɒpɪk/	7.2	microscopique
migratory	/ˌmaɪɡrətəri/	7.E	de passage, migrateur
to milk	/mɪlk/	5.1	traire
minor	/ˈmaɪnə/	7.2	mineur, petit
minute (adj.) (very, very small)	/ˈmaɪnjuːt/	7.2	minuscule, menu
miscalculation	/ˌmɪskælkjuˈleɪʃn/	9.3	erreur de calcul
to miss	/mɪs/	4.1	manquer, rater
misty	/ˈmɪsti/	5.6	brumeux

N

U / E

nail (n.)	/neɪl/	7.4	clou
narrow	/ˈnæraʊ/	7.2	étroit, serré
nearby	/ˈniəbaɪ/	1.8	proche, à côté de
need (n.)	/niːd/	12.1	besoin
nervous	/ˈnɜːvəs/	1.1	nerveux
nib	/nɪb/	1.5	bec (de plume)
nightfall	/ˈnaɪtfoːl/	6.1	tombée de la nuit
nomadic	/ˌnəʊˈmædɪk/	7.E	nomade
nook	/nuːk/	1.8	coin, recoin
notebook	/ˈnəʊtbʊk/	1.2	cahier
nuisance	/ˈnjuːsəns/	11.2	ennui, embêtement
nursery	/ˈnɜːsəri/	2.1	pépinière
(for plants)			
nut (for a bolt)	/nʌt/	7.4	écrou
nutritious	/ˈnjuːˈtrɪʃəs/	2.1	nourrissant

O

U / E

oil (n.) (crude oil)	/ɔɪl/	9.1	(pétrole) brut
opposition	/ˌɒpəˈzɪʃn/	3.1	adversaire
organiser	/ˈɔːɡənaɪzə/	2.2	organisateur
ornament	/ˈɔːnəmənt/	8.10	ornement
outsider (sport)	/aʊtˈsaɪdə/	3.3	outsider
outstanding	/aʊtˈstændɪŋ/	3.2	marquant (personne)
oval	/ˈəʊvəl/	12.8	ovale
to overcome	/əʊvəˈkʌm/	10.1	vaincre, surmonter
overcooked	/əʊvəˈkʊkt/	3.6	trop cuit
overrated	/əʊvəˈreɪtɪd/	3.6	surestimé

P

U / E

parallel	/ˈpærəlel/	8.1	parallèle
to pass on (transmit)	/pɑːs/	8.1	transmettre
paste	/peɪst/	1.8	pâte

pea	/pi:/	9.3	pois
peak (n.)	/pi:k/	5.1	pointe, pic, cime
pebble	/ˈpebl/	12.8	caillou
to permit	/pəˈmit/	1.1	permettre
petrol	/ˈpetrəl/	5.8	pétrole (brut)
picker	/ˈpɪkə/	2.9	cueilleur
pile (n.)	/paɪl/	5.1	tas
pill	/pɪl/	5.7	pilule
pipeborne	/ˈpaɪpbo:n/	12.9	transporté par oléoduc
pipeline	/ˈpaɪplaɪn/	10.9	oléoduc, pipeline
plantain	/ˈplæntɪn/	9.10	plantain
platform	/ˈplætfɔ:m/	9.10	terrasse, plate-forme
to plough	/plaʊ/	1.5	labourer (un champ)
to plunge	/ˈplʌndʒ/	5.1	plonger
poacher	/ˈpəʊtʃə/	7.7	braconnier
pod	/pɒd/	9.10	cosse, gousse (de pois)
point of view	/ˈpɔɪnt əv ˈvju:/	2.10	point de vue, avis
to point to (indicate)	/ˈpɔɪnt/	8.1	indiquer
pole	/pəʊl/	5.1	perche
pool (n.)	/pu:l/	11.4	étang
pottery	/ˈpɒtəri/	11.8	poterie
poultry	/ˈpəʊltrɪ/	6.7	volaille
to pound	/paʊnd/	3.9	piler
to pour (flow into)	/pɔ:ɪ/	6.1	ruisseler, couler à flots
precaution	/ˈpriːkəʊʃn/	11.1	précaution
pregnant	/ˈpregnənt/	7.8	enceinte
premises	/ˈpremɪsɪz/	2.3	lieux, local
pride	/praɪd/	3.8	orgueil
priestly	/ˈpri:stli/	7.8	sacerdotal, de prêtre
prohibit	/ˈprəˈhɪbɪt/	12.1	interdire, défendre
in proportion to	/ˈprəˈpɔ:ʃn/	12.1	proportionnellement à
prose	/ˈprəʊz/	5.1	prose, thème
to prosecute	/ˈprɒsɪkjʊ:t/	1.9	intenter une action
pull down (demolish)	/pʊl daʊn/	1.2	abattre, démolir
puppy	/ˈpʌpi/	5.1	chiot
put an end to	/pʊt/	1.10	terminer

Q	U / E
to qualify (football)	/ˈkwɒlɪfaɪ/ 3.1
quarter-final	/ˈkɔ:təˈfaɪn/ 3.3
	qualifier
	quart de finale

R	U / E
rainy	/ˈreɪni/ 5.6
to raise (money)	/ˈreɪz/ 11.8
rally (n.)	/ˈræli/ 6.11
ram (male sheep)	/ræm/ 6.1
	pluvieux
	se procurer, augmenter
	rallye, réunion
	bélier

random	/ˈrændəm/	5.10	au hasard
range (of mountains)	/ˈreɪndʒ/	5.1	chaîne (de montagne)
rape (n.)	/ˈreɪp/	6.3	viol
rash (adj.)	/ræʃ/	6.1	impatient, impétueux
to rate	/ˈreɪt/	3.1	estimer, être classé
rate (n.)	/ˈreɪt/	12.4	tarif, taux
recycle	/ˈriːsaɪkl/	9.6	recycler
refrigerator	/ˈrɪfrɪdʒəreɪtə/	10.A	réfrigérateur
relief (of pain)	/ˈrɪli:f/	1.1	soulagement (de peine)
to replant	/ˈriːplɑ:nt/	1.9	replanter
resourceful	/ˈriːzɔ:sfəl/	6.1	debrouillard, plein de ressources
to restrict	/ˈrɪstrɪkt/	8.A	limiter, restreindre
revelation	/ˈrevəˈleɪʃn/	3.1	révélation
rheumatism	/ˈru:mətɪzəm/	1.1	rhumatisme
rider	/ˈraɪdər/	8.10	cavalier
right angle	/ˈraɪt æŋɡəl/	7.4	angle droit
at risk (endangered)	/rɪsk/	2.3	en péril
roar (n.)	/rɔ:/	6.1	rugissement, hurlement
rocky	/ˈrɒki/	5.6	rocheux, rocailleux
rough (approximate)	/rʌf/	9.1	à peu près
round (n.) (in a competition)	/raʊnd/	3.3	tournée
roundly (thoroughly)	/ˈraʊndli/	3.1	tout à fait
rubber (the commodity)	/ˈrʌbə/	4.3	caoutchouc
rubbish	/ˈrʌbɪʃ/	11.1	ordures
to run out of	/rʌn/	9.3	être en manque de
rural	/ˈruərəl/	2.1	rural, à la campagne
rusty	/ˈrʌsti/	5.6	rouillé

S	U / E
sample (n.)	/ˈsæmpl/ 9.1
savage (adj.)	/ˈsævɪdʒ/ 5.1
scene	/si:n/ 12.3
scheme (n.)	/ski:m/ 5.9
	échantillon, prise
	sauvage
	vue
	arrangement, plan, projet
to scoop out	/sku:p/ 9.10
scorching	/ˈskɔ:tʃɪŋ/ 3.1
score (n.)	/skɔ:/ 3.3
to scrape	/ˈskreɪp/ 7.2
to scratch (paint)	/ˈskrætʃ/ 12.5
sedimentary	/ˈsedɪmentəri/ 9.1
seismic	/ˈsaɪzɪmɪk/ 9.1
selfish	/ˈselfɪʃ/ 6.1
semi final	/ˈsemi ˈfaɪn/ 3.3
sensitivity	/ˈsensɪtɪvɪti/ 8.1
separately	/ˈseprətli/ 5.1
	excaver, creuser
	brûlant
	score
	gratter, écorcher
	érafler
	sédimentaire
	sismique
	égoïste
	demi-finale
	sensibilité, susceptibilité
	séparément

to serve as	/ˈsɜ:v/	12.1	servir de, faire fonction de
shape (n.)	/ʃeɪp/	9.1	forme, configuration
to sharpen	/ˈʃɑ:pən/	5.1	aiguiser, affiler
shepherd	/ˈʃepəd/	6.6	berger
shifting	/ˈʃɪftɪŋ/	7.2	mourant
shoelace	/ˈʃu:ləs/	1.5	lacet
shoot out (n.)	/ˈʃu:təʊt/	4.1	penalty
show (n.)	/ʃəʊ/	7.6	séance, spectacle
sigh (n.)	/saɪ/	5.1	soupir
significant	/ˌsɪɡnɪfɪkənt/	5.3	significatif
to silt (up)	/sɪlt/	10.1	envaser, se combler
to singe	/sɪndʒ/	6.1	brûler légèrement, roussir
to sink (a well)	/sɪŋk/	9.1	forer (un puits)
skilful	/ˈskɪlfʊl/	3.1	adroit, habile
skinny	/ˈskɪni/	7.2	maigre
slight (adj.)	/slaɪt/	7.2	mince, faible
slightly	/ˈslaɪtlɪ/	4.1	légèrement
smart (adj.)	/smɑ:t/	8.8	chic
smith (n.)	/smɪθ/	6.1	forgeron
smooth	/smu:ð/	5.1	lisse
snazzy	/ˈsnæzi/	8.8	chouette
solar	/ˈsəʊlə/	10.1	solaire
sorry (adj.)	/ˈsɔri/	12.6	désolé
spare (part)	/speə/	6.11	pièce de rechange
spark	/spa:k/	9.7	étincelle
sparkling	/spa:kliŋ/	11.1	pétillant, étincelant
specific	/speˈsɪfɪk/	3.9	spécifique
specimen	/ˈspesɪmən/	9.1	spécimen
to speed (off)	/spi:d/	8.6	partir à toute vitesse
to spill	/spɪl/	10.6	renverser
spinach	/ˈspɪnɪdʒ/	9.4	épinard
spinal (cord)	/ˈpaɪnl/	1.1	spinal, colonne vertébrale
to split	/splɪt/	9.10	séparer, fendre
to spoil	/spoɪl/	3.2	abîmer, gâter
spring (n.)	/sprɪŋ/	11.1	source
to stab	/stæb/	5.1	donner un coup de couteau, poignarder
stake (n.)	/steɪk/	5.1	jalon
stall (in a market)	/sto:l/	8.6	boutique, étaie
stalwart (adj.)	/ˈsto:lwərt/	4.1	robuste, vaillant
to stand out	/ˈstænd/	9.3	ressortir, se faire remarquer
station (n.)	/ˈsteɪʃən/	8.8	station, poste
(broadcasting)			émetteur
stationery	/ˈsteɪʃənəri/	11.8	papeterie
stew (n.)	/sti:jə/	5.C	ragoût
stick (n.)	/stɪk/	6.1	bâton
to stick out	/stɪk/	7.1	sortir, dépasser
to stimulate	/ˈstimjuleɪt/	1.1	stimuler
storage	/ˈstɔ:rɪdʒ/	10.10	réservoir, réserve
to store	/stɔ:/	12.1	accumuler
storey	/ˈstɔ:ri/	5.3	étage
strategy	/ˈstrætɪdʒi/	12.2	stratégie
strength	/streŋθ/	2.10	force
to stretch	/stretʃ/	4.1	tendre, (s')élargir, (s')étendre
to stride	/straɪd/	3.1	avancer à grands pas
to strike (oil)	/straɪk/	9.1	trouver (pétrole)
striker (football)	/ˈstraɪkə/	3.1	buteur
stripe	/straɪp/	5.7	raie, barre
to stun (amaze)	/stʌn/	4.1	étourdir
stylish	/ˈstaɪlɪʃ/	8.8	élégant
substance	/ˈsʌbstəns/	1.1	matière, substance
suitcase	/ˈsu:tkeɪs/	12.6	valise
summit	/ˈsʌmɪt/	11.4	sommet, cime
sunny	/ˈsʌni/	5.6	ensoleillé
superior (to)	/suːˈprɪərɪəl/	4.3	supérieur à
supper	/ˈsʌpə/	5.1	dîner, souper
to suppose	/səˈpəʊz/	2.1	supposer, s'imaginer
surgeon	/ˈsɜ:dʒən/	8.9	chirurgien
survey (n.)	/ˈsɜ:vveɪ/	9.1	relèvement
to sway	/swet/	4.1	vaciller, se balancer

T	U / E
talent	/ˈtælənt/ 3.3 talent, capacité
tank	/tæŋk/ 12.1 citerne
tanker	/tæŋkə/ 10.6 pétrolier, bateau citerne
tap (n.)	/tæp/ 11.1 robinet, fausset
to tap	/tæp/ 1.9 tirer
to taper	/ˈteɪpə/ 12.8 effiler, terminer en pointe
to tear	/tiə/ 5.1 déchirer
term	/tɜ:m/ 1.1 terme, plan
(in the longer term)	
terror	/ˈterə/ 5.1 terreur
to tether	/ˈteθə/ 9.7 attacher, mettre à l'attache
thermos flask	/ˈθɜ:məs fla:sks/ 3.D bouteille thermos
thickness	/ˈθɪknəs/ 10.3 épaisseur
thin	/θɪn/ 7.2 mince
thorough	/θərə/ 9.11 tout, complètement
thrill (n.)	/θrɪl/ 11.4 frisson, trépidation
to thrive	/θraɪv/ 2.3 réussir, bien venir
thumb	/θʌm/ 7.1 pouce
tight (hold)	/taɪt/ 6.1 serré
tin-roofed	/ˈtɪn - ˈru:f/ 2.1 toit en tôle
tiny	/ˈtaɪni/ 7.2 minuscule
tiredness	/ˈtaɪədnes/ 2.2 fatigue
tireless	/ˈtaɪələs/ 2.2 inlassable
tiring	/ˈtaɪərɪŋ/ 10.5 fatiguant
tool	/tu:l/ 7.4 outil
torch	/tɔ:tʃ/ 6.5 lampe de poche, torche
to toss a coin	/tos/ 3.3 jouer à pile ou face
tough	/tʌf/ 1.5 dur
town hall	/ˈtaʊn ˈho:l/ 7.2 hôtel de ville, mairie

traditional	/trə'diʃnl/	1.1	traditionnel(le)
to transplant	/træns'plɑ:nt/	8.9	transplanter, greffer
to trap (oil)	/træp/	9.E	collecter, retenir
to trick	/trɪk/	6.5	duper, attraper
trivial	/ˈtrɪviəl/	7.2	peu important, insignifiant
turning (n.)	/ˈtɜ:nɪŋ/	6.7	tournant
(a turning on your left)			(un virage à gauche)
to twirl	/twɜ:l/	6.1	(faire) tourner, pivoter
typist	/ˈtaɪpɪst/	12.A	dactylographe

U		U / E	
ugly	/ˈʌɡli/	11.A	laid
unadventurous	/ˌʌnəd'ventʃərəs/	6.1	qui manque d'audace, pas aventureux
undercooked	/ˌʌndə'kʊkt/	3.6	pas assez cuit
to underestimate	/ˌʌndə'estimeɪt/	6.6	sous-estimer
underground	/ˌʌndə'graʊnd/	4.C	sous terre
undergrowth	/ˌʌndə'grəʊθ/	11.6	broussailles, sous bois
to underrate	/ˌʌndə'reɪt/	3.1	mésestimer
underused	/ˌʌndə'ju:sd/	3.6	sous-utilisé
unemployed	/ˌʌnɪm'plɔɪd/	12.1	chômeur
unexpected	/ˌʌnɪk'spektɪd/	4.1	inattendu, imprévu
unique	/ˈju:nɪk/	7.1	unique
unripe	/ˌʌn'reɪp/	3.D	vert, qui n'est pas mûr
unsafe (water)	/ˌʌn'seɪf/	11.2	non potable
unscrew	/ˌʌn'skru:z/	11.2	débouchonner, déviser
unseen	/ˌʌn'si:n/	4.1	inaperçu, invisible

unwise	/ʌn'waɪz/	6.1	imprudent
upset (adj.)	/ʌp'set/	6.3	ému, bouleversé
utensil	/ˈju:tensəl/	7.4	ustensile

V		U / E	
valuable	/ˈvæljuəbl/	1.1	précieux, de valeur, de prix
vegetable (co.)	/ˈvedʒtəbl/	11.1	légume
verdict	/ˈvɜ:dɪkt/	4.1	verdict
vicious	/ˈviʃəs/	6.3	violent, brutal

W		U / E	
wallet	/ˈwɒlət/	12.8	portefeuille
to wallop	/ˈwɒləp/	3.1	rosser
warlike	/ˈwɔ:ləɪk/	11.6	belliqueux, guerrier
waste (n.)	/weɪst/	10.C	gaspillage, perte
weakness	/ˈwi:knəs/	2.10	faiblesse
a wealth of	/welθ/	12.1	abondance de
well (n. oil)	/wel/	9.1	puits
to widen	/ˈwaɪdn/	2.D	élargir
width	/wɪdθ/	10.3	largeur
wild	/waɪld/	1.2	sauvage
windscreen	/ˈwɪndskri:n/	11.2	pare-brise
to wind up	/waɪnd/	2.3	terminer, liquider
(close, end)			
witness (n.)	/ˈwɪtnəs/	11.3	témoin
wonderful	/ˈwʌndəfəl/	6.9	merveilleux
woolly	/ˈwʊli/	6.1	laineux
work out	/wɜ:k/	9.3	calculer
(calculate)			
to wrestle	/ˈresəl/	8.10	lutter

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